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ABSTRACT

The curriculum guide is organized around major concepts and generalizations on textiles and clothing considered educationally significant. The first major part of the document (45 pages) provides a detailed organizational outline of the behavioral outcomes and generalizations for the unit plans. The material is organized according to levels of maturity: (1) beginning (you), (2) intermediate (your family), and (3) advanced (your future). The second major section (142 pages) provides four unit plans. The first three units, prepared for the three levels of maturity, stress two concepts: the significance of textiles and clothing to the individual in society and acquisition and use of textiles and clothing. Each unit specifies the major concept, areas of concentration, learning level, and behavioral outcomes; and is organized according to coordinated generalizations, learning experiences, and resources for learning. The fourth unit on clothing construction specifies the major concepts, areas of concentration, concepts, and generalizations. It is organized according to learning experiences or activities based on the five clothing construction concepts of compatibility, fitting, flexibility, stabilizing, and shaping. The document concludes with three appendixes: the criteria for learning experiences and teaching procedures, suggestions for individualized instruction, and lists of resource materials. (BP)

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GUIDELINES FOR CLOTHING EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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State of Washington
COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION
Vocational Education
Home and Family Life Section
Olympia
1972

FOREWORD

These guidelines are built around a framework of major concepts and generalizations in textiles and clothing which were selected in relation to the content considered to be important to teach. The behavioral outcomes refer to the student behavior desired as a result of learning experiences. As these are stated in the guidelines they are in general terms. In order to assess achievement, the teacher will need to identify behavioral objectives which are more specific, define in more detail conditions under which behavior is to occur, and establish criteria of acceptable performance.

Suggested teaching plans or unit plans for Section I, SIGNIFICANCE OF TEXTILES AND CLOTHING TO THE INDIVIDUAL IN SOCIETY, and Section II, ACQUISITION AND USE OF TEXTILES AND CLOTHING, are provided to illustrate how the content can be structured to provide a variety of learning experiences to help students gain understandings related to generalizations and to the achievement of behavioral outcomes. These teaching plans include learning experiences which relate to achievement of behavioral outcomes at lower and upper levels of cognition, not necessarily at all six levels of Bloom's "Taxonomy of Education Objectives: The Classification of Education Goals."

Though these teaching plans are suggested for the secondary school--Beginning, Intermediate and Advanced--some of the materials may be applicable for post-high school and adult students.

The suggested teaching plans for Section III, CLOTHING CONSTRUCTION, include a scope and sequence chart based on construction techniques or processes rather than the three levels of maturity used in Sections I and II.

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WASHINGTON HOME AND FAMILY LIFE TEACHERS BELIEVE THAT:

The teacher's attitude and enthusiasm has a great effect on the learner.

Teachers are accountable to students and to their parents for the relevancy of their teaching.

Communication with parents and other community members as a means of seeking their advice and counsel regarding curriculum building can be an aid to the teacher in strengthening the quality of instruction.

Boys as well as girls are consumers and managers of clothing. Providing opportunities for clothing education for all students is a responsibility of the school.

Experiences planned to help the students develop awareness of their responsibilities as consumers of textiles and clothing is an essential part of clothing education.

When a student is aware of the family resources available for clothing management and of the use made of those resources, learning experiences in consumer education will tend to be germane.

Study of how clothing affects self-image and behavior is an inherent part of clothing education.

Self understanding and the relationship of the individual to others may be gained through exploring psychological and sociological aspects of clothing.

Use of a variety of resources, methods, and techniques contributes to achievement of clothing education objectives.

Learning techniques of clothing construction contribute to achievement of various clothing education goals in addition to development of skill in sewing.

A classroom atmosphere which encourages creativity, responsibility and individuality is an asset in achievement of clothing education goals. The attitudes and practices of the teacher are basic to developing and maintaining such a climate.

Selective and flexible use of individualized instruction can serve as an effective means of meeting clothing education needs of students.

When a teacher guides a student to set individual and class goals, to assist in determining the methods of achieving goals, to manage individual resources, and to evaluate results, the student will be able to apply learnings outside the classroom.

It is the teacher's responsibility to acquaint students with the job opportunities which require the knowledge and skills of clothing and textiles.

Learning experiences in clothing education are strengthened when they are applied through extended learnings outside the classroom.

KEY TO USING THE GUIDELINES

These guidelines for Section I, SIGNIFICANCE OF TEXTILES AND CLOTHING TO THE INDIVIDUAL IN SOCIETY, and Section II, ACQUISITION AND USE OF TEXTILES AND CLOTHING, are built around a framework of Concepts, Generalizations and Behavioral Objectives at the Beginning, Intermediate and Advanced Levels. Generalizations with suggested learning experiences and learning resources are identified for each Behavioral Outcome.

The guidelines for Section III, CLOTHING CONSTRUCTION, are based on complexity of construction techniques rather than the three levels of maturity.

Each teacher's teaching plans will vary, depending upon the needs of students and their families and the resources available.

COLOR CODE:

- White - General Information (pp. i-ix)
- Buff - Organization of Generalizations and Behavioral Outcomes for Teaching Plans (pp. 1-26)
- Green - Beginning Level (pp. 27-68)
- Cherry - Clothing Construction (pp. 135-170)
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BIBLIOGRAPHIES:

Books - Listed in alphabetical order
Periodicals - Listed in alphabetical order
Booklets, Bulletins, Pamphlets and Guides for Individual Instruction - Designated by arabic numbers
Films, Filmstrips and Transparencies - Designated by letters
Miscellaneous Resources - Designated by Roman numerals

MAJOR CONCEPTS

Section I. Significance of textiles and clothing to the individual in society

- A. Interrelationship of clothing and culture
- B. Social and psychological aspects of clothing
- C. Clothing as a medium for artistic perception, expression, and experience
- D. Textiles and clothing in the economy
- E. Physiological aspects of textiles and clothing

Section II. Acquisition and use of textiles and clothing

- A. Selection
- B. Use and Care
- C. Responsibilities of consumers

Section III. Clothing Construction

- A. Compatibility
- B. Fitting
- C. Flexibility
- D. Stabilization
- E. Shaping

ORGANIZATION OF BEHAVIORAL OUTCOMES AND GENERALIZATIONS FOR TEACHING PLANS

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	I. Significance of textiles and clothing to the individual in society.				
	A. Interrelationship of clothing and culture.				
	ANALYZE PRESENT DAY EVENTS AND CONDITIONS IN RELATION TO CLOTHING DESIGN AND SELECTION.		→		IDENTIFY WORLD AND NATIONAL MORAL, SOCIAL, AND ECONOMIC DEVELOPMENTS AND FORMULATE IDEAS ABOUT APPLICATIONS TO CLOTHING PRACTICES.
28	*Dress and self adornment reflect current attitudes and values.	69	*Dress and self adornment reflect current attitudes and values.	109	*Clothing styles are influenced by cultural, economic, and artistic elements or values of a society.
	Variations in clothing and self adornment exist within a culture as well as among cultures.		Dress and adornment of Western Civilization evolved from the beginning of man.		Changing physical, economic, social, political, and psychological environment have contributed to dress and adornment.
	Variations in clothing and self adornment exist between and within groups, generations, and individuals.		Surviving fragments of clothing are tangible resources for the study of cultures of the past, and help to preserve the elements of culture for future generations.		National emergencies influence style trends. (For example: style changes during and after World War II.)
	Dress takes on new meanings and associations as social environment changes.				Artistic elements of different cultures influence clothing practices
	Clothing and self adornment vary with changing personal values and attitudes.				

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
				112	*Clothing selection is affected by the ritualistic aspects of cultural patterns.
	Clothing is powerful in communicating values.				Various items of ceremonial dress and adornment affect clothing selection.
	National and community backgrounds as well as ethnic school populations contribute to clothing variations.				One's role in society may be identified by that individual's dress.
					Customs and traditions influence the type of ceremonial, clerical, and military dress.

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	I. B. Social and psychological aspects of clothing.				
	INTERPRET THE EFFECT OF CLOTHING UPON PRESTIGE, ACCEPTANCE AND SELF-CONFIDENCE.		→		→
31	*Peer group influence is a factor in choice of dress.	71	*Clothing which satisfies need and enhances appearance contributes to one's self-confidence and security.	114	*Clothing is a cue to personality; it conveys an impression of what the individual is, does and believes..
	Peer group influence may be greater than that of adult or parents.		Clothing may be used as a means of satisfying basic needs when these are not met in other ways		Clothing often reflects social stratification because attitudes and clothing practices may differ at the various socio-economic levels.
	Clothing may be related to group identification and behavior.		For most people clothing provides a positive means of satisfying the need for self adornment.		Clothing becomes a less reliable indication of social class or economic status as similar kinds of clothing becomes increasingly available to all persons.
33	*Choice of clothing can contribute to self-confidence in a social situation.	72	*Sociological and psychological influences affect clothing selection and dress in relation to the personality and role of the individual.		Clothing may help the individual to make adjustments when changing from one role to another and to attain success in that role, i.e., social and business world.

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	Clothing may help the individual to make adjustments to new situations. Wearing appropriate clothing for a given situation will contribute to self-confidence. When an individual shows consideration of others through his (or her) clothing practices, he (or she) may gain acceptance by others and grow in self-confidence and prestige.		The family's concept of clothing may affect the development of the individual psychologically or sociologically. Clothing may help the individual identify with his or her expected role in society. When an individual shows consideration of others through his (or her) clothing practices, he (or she) may gain acceptance by others and grow in self-confidence and prestige.	116	*Clothing and decoration function to convey the individual's moods and feelings to others.
35	*Clothing conveys an impression of what the individual is, does, and believes. In order to create desired impressions through dress, the individual needs to be aware of the meaning dress communicates to others. An individual uses clothing as a cue in forming impressions of others.		→	117	*Clothing for young children can be a means to help develop self-confidence and independence. Understanding developmental stages of the young child is useful when selecting clothing for children. Functional design of children's clothing may contribute to independence.

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*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	I. C. <u>Clothing as a medium for artistic perception, expression, and experience</u>.				
	CHOOSE COLORS AND DESIGNS IN CLOTHING.		RELATE CLOTHING TO EXPRESSION OF CREATIVITY.		→
37	*Use of color, texture, and line affects appearance. The use of color, texture, and line in clothing is a means of expressing feelings, ideas, and emotions. Variations in the use of art components may alter the appearance of the human figure.	73	*Clothing is a form of applied art and can be a means of self-expression. Through the selection of clothing and accessories, one can express personality and reflect self-concept. Clothing may be a means through which one may satisfy creative needs. The use of color, texture, and line in clothing is a means of expressing feelings, ideas, and emotions.	73	→
	APPLY FACTORS INVOLVED IN GROOMING TO SELF.		→		→
40	*Outer appearance and physical health habits are a basic foundation for personal well being and a medium of self-expression.	75	*Appearance is affected by one's self image and how others perceive us. In order to create desired impressions through dress, the individual needs to be aware of the meaning dress communicates to others.	75	→

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
			Grooming is a factor considered by employers when interviewing prospective employees.		
	Grooming may enhance one's appearance, contribute to personal well being and acceptance by others.		Grooming may enhance one's appearance, contribute to personal well being and acceptance by others.		
	Posture contributes to an individual's total appearance.		Posture contributes to an individual's total appearance.		
	Figure and face shape are factors to consider in using make-up and determining hair styles.		Figure and face shape are factors to consider in using make-up and determining hair styles.		
			Standards of grooming differ with various kinds of occupations.		
	I.D. Textiles and clothing in the economy.				
			EXPLORE CAREER OPPORTUNITIES IN CLOTHING AND TEXTILES.		→
		76	*A wide range of career opportunities exists in the clothing and textiles industry for individuals with varied interests, abilities, and aptitudes.	76	→

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
					APPRAISE THE EFFECT OF PRODUCTION AND DISTRIBUTION OF CLOTHING AND TEXTILES ON THE CONSUMER.
				119	*Methods involved in the production and distribution of fabrics and clothing influence the quality, cost, and availability to the consumer. Quality and quantity of fabrics and clothing influence cost. Designers and manufacturers determine that which is available to the consumer. The textile and clothing industry is affected by consumer response to their products. Fashion values may be more important than economic values to the consumer. Producers and distributors adjust the quality of clothing to the amount of money consumers will spend. Mass production has an effect on standards in ready-to-wear garments.

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	I. E. Physiological aspects of textiles and clothing.				
			ANALYZE PHYSIOLOGICAL FACTORS AFFECTING SELECTION OF FABRICS AND CLOTHING.		→
		78	*Clothing facilitates adjustments of the human body to the environment.	78	→
			Fibers, finishes and methods of fabric construction affect heat conduction and environmental conditions; i.e., temperature, humidity, wind, rain, flame.		
		80	*Comfort and safety of clothing are influenced by fabric finish, construction, and style, and the suitability of these for various activities.	80	→
			The construction and style of the garment affect body comfort.		
			Comfort of clothing is influenced by style and suitability for a given activity.		
			The safety of clothing is influenced by chemistry of the fiber and fabric and by the construction of the fabric and of the garment.		
	*Teaching Plan Included		The physical condition and stage of development of the human body influences the type of clothing selected.		

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	II. <u>Acquisition and use of textiles and clothing.</u> A. <u>Selection</u> ANALYZE PERSONAL AND FAMILY VALUES AND GOALS IN REGARD TO CLOTHING.		→		→
42	*Choices made in the selection and use of clothing are influenced by individual, peer group, and family value patterns and the relative importance of various clothing goals. An individual's own value pattern determines the purpose for which he or she selects and uses clothing. Social acceptance may be of greater importance to the individual's clothing selection than other functions of clothing; i.e., Protection vs. acceptance (40 degree weather vs. mini skirt); modesty vs. social acceptance. The clothing choices of an individual tend to be based on interests and activities. The value pattern of the individual's family is a strong influence in establishing clothing goals.	83	→ There may be a relationship between the selection of clothing and the individual's self-concept. There is a tendency to dress according to role expectations. The individual's value system affects his sense of ownership; i.e., borrowing and sharing clothes. Clothing choices may be influenced by a desire to be a pace-setter in fashion or to conform to the group.	122	→ Clothing goals are established by the individual's total environment: economic, physical, climatic, social, and aesthetic. Available resources influence the types of clothing goals selected; i.e., time, energy, skills, money. Clothing goals change with varying social, family, and individual life patterns; i.e., changes in fashion, age and maturity of the individual, stage in the family life cycle, individual, family, local and national economy, mobility of family, role changes.

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	Acceptance of his or her clothing choices by others may be held in high priority by an individual. Fads accepted by the peer group influence the individual's choice. Choices of clothing may cause conflict between the student and the parents or peer group.				

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	ANALYZE FABRIC CHARACTERISTICS AND MAKE SELECTIONS IN RELATION TO PERFORMANCE FOR THE INTENDED USE.		→		→
46	*The suitability of a fabric for its intended use is dependent upon the nature of the textile, its design, construction, and finish.	87	→	124	→
	Textiles are products of fiber and/or yarn, fabric construction, and finish.		Fabrics differ in quality, fiber, construction and finish.		
	Fibers and/or yarn may be converted into cloth by various methods such as weaving, knitting, knotting, interlacing, bonding, and felting.		The performance of a fabric is dependent upon its fiber, construction and finish.		
			Finishes may be applied to fabrics to produce and control desired qualities.		
			The finished fabric will give more satisfactory service when the characteristics of the fabric are compatible with intended end use.		
	Some characteristics of fibers may not be retained in the finished fabric if blended or combined with other fibers or modified during some stage in the manufacturing process.		Some characteristics of fibers may not be retained in the finished fabric if blended or combined with other fibers or modified during some stage in the manufacturing process.		

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
					The selection of a textile product is related to the use and care needed and the resources available for providing that care.
			JUDGE QUALITY, SUITABILITY AND DURABILITY OF GARMENT CONSTRUCTION.		→
		90	*Consumers are able to evaluate factors in choosing ready-to-wear clothing when they are familiar with construction techniques.	127	→
			Quality of construction used on a garment is one contributing factor related to cost and expected performance of the garment; i.e., quality in seam allowances, seam finishes, grainline, thread, stretch length, darts, hems, closures, trim, application of sleeves and collar, understitching, excess bulk in seams, etc.		The suitability of an article for its intended use is dependent upon the construction techniques.
					The durability of construction relates to the use of the article.
			Suitability of a garment's closures and trim frequently defines the degree of satisfactory wear.		The weight and application of interfacing is related to type, style, and quality of a garment.
			Construction techniques may affect the fit of the garment.		Linings and underlinings serve specific purposes in determining appearance and lasting qualities of a garment.

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*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	MAKE DECISIONS IN BUYING CLOTHING AND ACCESSORIES IN RELATION TO NEED, USE, RESOURCES AND SATISFACTIONS.		→		MAKE DECISIONS IN MANAGEMENT OF THE FAMILY CLOTHING CONSIDERING FAMILY CLOTHING VALUES AND GOALS AND USE OF RESOURCES.
50	*Skills, knowledge, time, money, and energy are resources that may help in determining selection of clothing and accessories. Factors to consider in selecting ready-made clothing include fabric, workmanship, design and fit. Planning clothes which "go together" may enable an individual to achieve wardrobe unity with variety and economy. The use to be made of the costume and accessories will help determine the style, material, and quality of workmanship desired. Accessories can be selected to complement the individual and her costume. Information provided by labels is one resource which may assist the consumer in buying clothing and accessories.	91	→	129	*Factors involved in making clothing decisions include one's needs and desires, family composition, stage of the life cycle, resources, stage of the fashion cycle, mobility of people, climatic conditions and social environment. There are differing needs for clothing at various stages in the family life cycle. The stage of the fashion cycle (rise, culmination, and decline) may influence the consumer's decision to buy, i.e., the value placed on high style or lower prices. The availability and use of resources for achieving clothing goals are related to the allocation of resources to other individual and family goals.

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
		94	*The resources available for meeting clothing needs include available goods and services, purchasing power, personal information, ability, time, and energy.		Mobility of people may influence clothing needs and choices. Climatic conditions have an influence on clothing decisions, i.e., people living in warm climates may have more clothing that is less expensive while persons living in colder climates may have few clothes that are more expensive and more durable. Social environment is to be considered since persons who are active socially require clothing for special occasions.
				132	*Planning the use of resources available in securing and caring for clothing may conserve these resources. Surveying and evaluating the use of resources available for securing and caring for clothing may assist in the management of the family clothing resources. Resources (human and non-human) influence decisions in relation to: whether to buy ready-made clothing, to make own clothing; amount and kind of clothing to buy.

*Teaching Plan Included

Pg.	BEGINNING (You)		INTERMEDIATE (Your Family)		ADVANCED (Your Future)
	RECOGNIZE THE PLACE OF THE PERSONAL WARDROBE IN RELATION TO THE CLOTHING NEEDS OF THE FAMILY.		→		
54	*Personal wardrobe decisions are influenced by the needs and wants of other family members. One's needs and desires influence clothing decisions since one may let "what he wants" get confused with "what he needs." Family composition influences clothing decisions since the number, age, sex and occupation of family members determine clothing needs. Stages of the family life cycle has bearing since clothing needs are related to one's stage of the life cycle.	54	→		

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*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	II. B. Use and Care				
	CARE FOR CLOTHING USING RECOMMENDED TECHNIQUES FOR LAUNDERING, PRESSING, MENDING AND STORAGE.		APPRAISE THE CHARACTERISTICS OF A TEXTILE PRODUCT (FABRIC OR GARMENT) IN RELATION TO ITS CARE.		→
56	*The type of care needed for a garment will be determined by the characteristics of the textile, construction, finish and ornamentation.	96	* The type of care needed for a garment will be determined by the characteristics of the textile, construction, finish, and ornamentation.	96	→
	Care information may be obtained from a variety of sources, i.e., manufacturers, co-op extension bulletins, dry cleaners, hang tags, labels, etc.	96	*Characteristics of fabrics result from the fiber used, the method of construction and the finishing processes employed.	96	→
	Care procedure will be determined by personal standards and use of available resources, i.e., money, supplies, equipment, and time.	99	*The selection of a textile product is related to the use and care needed and the resources available for providing that care.	99	→
	Satisfaction may be achieved by using recommended care procedures.	101	*Buying decisions may be dependent upon resources available, intended use, fabric and garment construction.	101	→

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	II C. Responsibilities of Consumers BECOME AWARE OF INFLUENCE CONSUMERS HAVE ON PRODUCTION AND SALES OF CLOTHING AND TEXTILES.		ACCEPT RESPONSIBILITY FOR IMPROVING STANDARDS OF CLOTHING PRODUCTS AND GAINING INCREASED CONSUMER INFORMATION.		→
59	*The textile and clothing industry is affected by the consumption patterns of individuals and families.	103	*The consumer can improve production and distribution of textiles and clothing by communicating needs, wants, satisfactions or dissatisfactions to the retailer and the manufacturer.	103	→
59	*The consumer's purchase of any item of clothing denotes to the clothing industry the customer's approval of the item. The customer's choice of merchandise is a guide to buyers in gearing the store's spending pattern to the requirements of local demand. Consumer response to fashion changes forces adjustments in the clothing industry. Consumer demand and retail practices have a reciprocal effect upon one another.		The customer's choice of merchandise is a guide to the buyer in gearing the store's spending patterns to the requirements of local demand. The consumer may be at fault by failing to state his need accurately, failing to ask questions, not knowing what he is looking for, or neglecting to follow the manufacturer's directions for use and care.		
60	*The return of items that are unsatisfactory to the consumer is one way of communicating with retailers and manufacturers.		The concerted effort of consumers can bring about improved standards of clothing products and increased consumer information.		

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*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
61	*Irresponsible consumer practices may affect production and sales of clothing and textiles. Careless treatment of clothing and textile items by the consumer, resulting in the return of merchandise is an irresponsible consumer practice. The purchase of merchandise with the intent to use and return for credit is an irresponsible consumer practice which affects production and sales of textiles and clothing.				
	EVALUATE THE INFLUENCES OF ADVERTISING UPON CLOTHING AND TEXTILES CHOICES.		→		→
63	*Advertising through mass media is planned to affect consumer choices. A seller advertises to create a demand for his merchandise. An awareness of misleading statements and false claims in advertising is a safeguard in evaluating advertisements of merchandise.	63	→	63	→

*Teaching Plan Included

Pg.	BEGINNING (You)	Pg.	INTERMEDIATE (Your Family)	Pg.	ADVANCED (Your Future)
	MAKE USE OF AVAILABLE CONSUMER AIDS AND PROTECTION IN PURCHASING CLOTHING AND FABRICS.		MAKE USE OF AVAILABLE CONSUMER AIDS AND PROTECTION IN PURCHASING CLOTHING AND FABRICS.		→
65	*Information provided by agencies and industry through labels, advertising, and sales persons are resources which may assist the consumer in predicting performance of textiles and clothing. Consumer information obtained from labels or hang tags, advertisements and sales people needs to be critically analyzed before purchasing products. By reading the label or hang tag, a consumer may gain such information as care requirements, fiber content, brand name, and infer performance expectations. As a source of information about performance expectations, sales people may assist the shopper.	105	*Information provided by agencies and industry through labels, advertising, and sales persons are resources which may assist the consumer in predicting performance of textiles and clothing. Federal laws are in effect that give information and protection to the consumer. The laws fall under various names: Wool Products Labeling Act, Textile Fiber Products Identification Act, Fur Products Labeling Act, Flammable Fabrics Act. Laws protect the consumer by requiring that certain information be placed on labels and hang tags. One purpose of labeling laws is to provide the consumer with accurate information about the fiber content and finish of the fabric.	105	→

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*Teaching Plan Included

*SEQUENCE OF CLOTHING CONSTRUCTION TECHNIQUES

LEVEL I

1. Operating a sewing machine
2. Straight machine stitching
3. Recognizing correct machine stitching (tension, length of stitch)
4. Determining grain (lengthwise, selvage, crosswise, bias)
5. Pressing with the grain
6. Simple machine hem and hand hem
7. Finishing a row of stitching (back-stitching)
8. Button application (by hand)

LEVEL II

1. Stay Stitching
2. Curved seams
3. Understitching
4. Plain seams
5. Snap and hook and eye application
6. Follow seam guides
7. Machine basting
8. Gathering
9. Pinning and cutting techniques
10. Waist band

LEVEL III

1. Commercial patterns
2. Preparation of fabric
3. Grain perfection
4. Darts - tucks
5. Pattern layout
6. Markings (transfer of)
7. Facings
8. Zipper
9. Hem finishes
10. Collars
11. Set-in sleeves
12. Button holes (machine)
13. Interfacing
14. Trims
15. Pressing
16. Clipping & grading seams

LEVEL IV

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1. Fitting
2. Alterations of a garment
3. Bias seams
4. Seam finishes
5. Under linings
6. Linings
7. Nap fabrics
8. Preparation and cutting of special fabrics (naps, plaids, wools)
9. Pressing special fabrics and finishes

** LEVEL V

1. Hand worked and bound buttonholes
2. Fitting alteration (shell)
3. Interfacing
4. Hand-pick zipper
5. Stretch and knit fabrics
6. Matching designs
7. Hand details
8. Special types of seams and finishes
9. Special pressing techniques
10. Lining

*Note: This part of the guidelines use a different form.
**No learning experiences are developed for LEVEL V.

BEGINNING (You)	INTERMEDIATE (Your Family)	ADVANCED (Your Future)
III. Clothing Construction (p. 135)		
SELECTS, USES, AND CARES FOR EQUIPMENT	→	→
The selection, use and care of equipment and supplies influences the quality of the finished product and the rate of construction.	→	→
Include selection of pins, needles, tape, gauge, sharp shears or scissors, pin cushion.	Include use and care of pressing equipment.	Include criteria for selecting equipment; especially sewing machine, irons, pressing equipment.
Use and care of equipment: iron, ironing board, sewing machine.		
Use of pressing equipment: point presser, hem guide, sleeve roll, press mit, press cloth, ham, sleeve board.		
APPLY MANAGEMENT PRINCIPLES IN CONSTRUCTING A SIMPLE PROJECT.	SELECT MANAGEMENT PRINCIPLES IN CONSTRUCTING A GARMENT.	→
A clothing project executed through the use of management processes can be an aid in the development of skills, contribute to satisfaction and increase the rate of construction.	Decisions related to the use of management principles may contribute to the satisfaction derived from the finished garment.	→
Processes include: Work simplification- unit method of construction- arrangement of work center- planning:		

SUGGESTED PLANS FOR GUIDING LEARNING

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I. A. Interrelationship of Clothing and Culture

Learning Level Beginning

Behavioral Outcome Analyze Present Day Events and Conditions in Relation to Clothing, Design, and Selection

Generalization	Learning Experiences	Resources for Learning
*Dress and self adornment reflect current attitudes and values.	As an introduction to this study, view on opaque projector, pictures of costume worn today and in former times which illustrate differences in attitudes and values - Example: sportswear for women today versus 1915-1920. Also show pictures of dress typical of different nations.	Craig, Clothing A Comprehensive Study, pp. 160-174.
Variations in clothing and self adornment exist within a culture as well as among cultures.	As a means of increasing understanding of the relationship of history, literature, and art to clothing, read about clothing worn in the past in this and other countries.	Vanderhoff, Clothes: Part of Your World, pp. 2-26.
Variations in clothing and self adornment exist between and within groups, generations, and individuals.		
Dress takes on new meanings and associations as social environment changes.		
Clothing and self adornment vary with changing personal values and attitudes.	From reading and from discussion with adults and/or with contemporaries from backgrounds differing from your own, explore how values and attitudes affect clothing.	
Clothing is "powerful" in communicating values.	List ways in which values and attitudes affect clothing.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.A. Interrelationship of Clothing and Culture

Learning Level Beginning

Behavioral Outcome Analyze Present Day Events and Conditions in Relation to Clothing, Design, and Selection

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	By means of pictures illustrate relationships of attitudes and values on clothing. Students bring own costumes or dress to show, i.e., Indian, German, French, Japanese, Chinese, African, etc.	
National and community backgrounds as well as ethnic school populations contribute to clothing variations.	Show pictures of people of various cultures and identify differences in dress and self-adornment. List and discuss causes for the differences, such as: environment, mores, religion. National background, attidudes, values. Bring pictures to class (of self, parents, grandparents, other relatives or friends) to show what clothing changes have taken place through a period of time. As an alternate experience, plan a presentation of slides from teacher's collection or from a library or museum. Break into groups to predict fashion in clothing, makeup, hair style, jewelry for men, women, and children. Plan a newspaper front page forecasting future fashions. Write articles which show your prediction of how environment, values, and attitudes may affect clothing of the future	Pictures and/or costume collections from libraries and museums such as The Seattle Museum of History and Industry. People of differing ages and from various cultures and periods. Pictures of costume in family albums, in books of history or fashion, and in magazines such as Life, National Geographic, Co-Ed, etc. Dittoed sheet, "How Values and Attitudes Affect Clothing" (prepared by the teacher). Folder of selected pictures which illustrate clothing as related to values and attitudes (from teacher's file or from a museum or library). Newspapers Magazines - Time, Life, Seventeen

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.A. Interrelationship of Clothing and Culture

Learning Level Beginning

Behavioral Outcome Analyze Present Day Events and Conditions in Relation to Clothing, Design, and Selection

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	(Continued from preceding page)	Teacher Resources: Craig, Clothing, A Comprehensive Study, pp. 2-67. Horn, The Second Skin, pp. 2-84. Payne, The History of Costume from the Ancient Egyptians to the Twentieth Century. Ryan, Clothing, A Study in Human Behavior.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.B. Social and Psychological Aspects of Clothing

Learning Level Beginning

Behavioral Outcome Interpret the Effect of Clothing Upon Acceptance, Prestige and Self-Confidence

Generalization	Learning Experiences	Resources for Learning
*Peer Group influence is a factor in choice of dress.	As an introduction to the unit, use a bulletin board with the central caption, "Clothes Consciousness". Discuss what this means. As ideas are presented, add titles and appropriate pictures to help interpret the meaning of "Clothes Consciousness": Group Identification Role Identification Reflection of Self-Concept Satisfaction of Basic Needs Cue to Personality	
	Read reference on influence of dress.	Vanderhoff, Clothes: Part of Your World, pp. 24-27.
	View and discuss filmstrip.	Penney, J. C. & Co., Inc.,"Importance of Clothing Selection," (First eight frames of filmstrip.) (G)
	Interpret the "big ideas" in the reading assignment and filmstrip in terms of own situation and experience.	
Peer group influence may be greater than that of adults or parents.	Survey class members to determine the sources which influence their choices of clothes for different situations. Report findings to the class.	Horn, The Second Skin. (Teacher Resource) A survey form prepared by teacher and/or students.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.B. Social and Psychological Aspects of Clothing

Learning Level Beginning

Behavioral Outcome Interpret the Effect of Clothing Upon Acceptance, Prestige and Self-Confidence

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Survey parents of class members or other adults to determine sources which influence their choices of clothing. Report to the class.	Interviewees in school and community.
	Compare the findings of the two surveys. If these differ, discuss possible reasons.	
	Interview older family members or other adults regarding typical clothes worn by them or their peers during high school days. Present results to the class. Evaluate differences in relation to peer group influences.	
Clothing may be related to group identification and group behavior.	Identify some groups that have characteristic ways of dressing. Examples: school clubs, outside organizations, "hippies," Amish.	
	Look at transparencies and interpret pictures in light of concepts being studied.	3M Company, Interrelationship of Clothing with Behavior, (Transparencies) (L)
	List the groups or organizations of which you are a part and analyze how clothing differs depending upon the group.	
	Make a list of clothing items that would identify one as being a part of a specific group. For example: As members of ski club, junior high, senior high, college, rock music group.	
	From an assortment of pictures of groups and picture titles, choose the ones that match up.	Pictures of groups and picture titles.

PLAN FOR GUIDING LEARNING:

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.B. Social and Psychological Aspects of Clothing

Learning Level Beginning

Behavioral Outcome Interpret the Effect of Clothing Upon Acceptance, Prestige and Self-Confidence

Generalization	Learning Experiences	Resources for Learning
*Choice of clothing can contribute to self-confidence in a social situation. Clothing may help the individual to make adjustments to new situations. Wearing appropriate clothing for a given situation contributes to self-confidence.	As an introduction to the study, view a filmstrip such as, "Clothing Communicates;" or "Right Clothes for You." Consider appropriate clothing for student wear for occasions such as: school, church, dance, party, dinner at a restuarant, job interview, serving at a banquet, shopping in a city. This might be done through role playing, or discussion of case illustrations of specific situations. Discuss relationship of appropriate clothing to acceptance and self-confidence. As individuals or in groups of two or three, compose letters to "Dear Abby" making inquiry about clothing appropriate to specific situations. Individuals or groups of two or three reply to letters of inquiry. Include reason(s) for answers. As a class, discuss the letters of inquiry and the answers.	Penney, J. C. & Co., Inc., "Clothing Communicates" and "Right Clothes for You." (Filmstrips and records) (G) Teacher Resources: Kefgen & Touchie-Specht, Individuality in Clothing Selection & Personal Appearance, Ch. I. Ryan, Clothing: A Study in Human Behavior, Ch. 1 & 4.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.B. Social and Psychological Aspects of Clothing

Learning Level Beginning

Behavioral Outcome Interpret the Effect of Clothing Upon Acceptance, Prestige and Self-Confidence

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page) When an individual shows consideration of others through clothing practices, he or she may gain acceptance by others and grow in self confidence and prestige.	Compare school dress in present school with that in another with which some student(s) are acquainted (or compare pictures which show differences in clothing practices). Identify some possible reasons for differences. Plan for one or more students to dress inappropriately and to appear in halls, cafeteria, etc. Analyze the reactions of other students and of the students playing roles. (Caution: get OK from school administrators). Each student creates an unfamiliar situation for himself (example, applying for a job) Select appropriate clothing. In small groups evaluate the clothing plans.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.B. Social and Psychological Aspects of Clothing

Learning Level Beginning

Behavioral Outcome Interpret the Effect of Clothing Upon Acceptance, Prestige and Self-Confidence

Generalization	Learning Experiences	Resources for Learning
*Clothing conveys an impression of what the individual is, does, and believes. In order to create desired impressions through dress, the individual needs to be aware of the meaning dress communicates to others.	As an introduction, display the phrase SELF-CONCEPT on a bulletin board. Brainstorm meaning and record on the board. From these ideas and from reading, develop a definition of self-concept. Read it to at least three people (as a friend, parent, teacher) to see if they understand and agree with the definition. Group activity: Group #1: Bring at least three pictures--people representing a profession. Group #2: Three pictures (at least) depicting status and role. Group #3: Three pictures (at least) that make the wearer appear dignified, gay and cheerful, bold and dramatic. With the collection of pictures as a basis, discuss the meaning of dress-what does a person communicate to others through his or her clothing? Through discussion and observation, explore the relationship of clothing and personality and the relationship of clothing roles of individuals at school, home, work, play, etc.	Fleck, Fernandez and Munves, Exploring Home and Family Living, pp. 315-317. McDermott, Homemaking for Teenagers, Book I, pp. 176-177. Vanderhoff, Clothes-Part of Your World, pp. 16-23. Pictures of people in which clothing indicates activity, mood, role, etc.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.B. Social and Psychological Aspects of Clothing

Learning Level Beginning

Behavioral Outcome Interpret the Effect of Clothing Upon Acceptance, Prestige and Self-Confidence

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	In small groups list items of clothing thought by the group members to be suitable for school, sports, dress wear. Compare the lists. Explain reasons for differences, if any.	
An individual uses clothing as a cue in forming impressions of others.	Identify personalities or other individuals or groups of individuals. Observe clothing worn by these people in regard to what their clothing communicates.	
	View frames 9-20 of the filmstrip, "The Importance of Clothing Selection."	Penney, J. C. & Co., Inc., "The Importance of Clothing Selection." (Filmstrip) (G)
	Make a list of occupations in which clothing is a cue to the occupations.	
	Describe how you think your clothes cue others in on your personality.	
	Select an illustration of an outfit that identifies you. In small groups evaluate the choice of two or three students and discuss their choices with them in relation to personality characteristics of each.	
	Individually or in groups, revise the script of the filmstrip in own words to make it more meaningful. Select the revised script which the class considers to be most effective in presenting "The Importance of Clothing Selection."	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.C. Clothing as a Medium for Artistic Perception, Expression, and Experience

Learning Level Beginning

Behavioral Outcome Choose Colors and Design in Clothing

Generalization	Learning Experiences	Resources for Learning
*Use of color, texture, and line affects appearance.	The day before concepts regarding color are to be studied, the teacher will enlist six volunteers each to watch for use of one color during a 24-hour period. As an introduction to the lesson a color wheel will be displayed and the six students will each tell how they saw a particular color used.	Barclay and Champion, Teen Guide to Homemaking, pp. 68-72.
The use of color, texture, and line in clothing is a means of expressing feelings, ideas, and emotions.	Students choose a color from the color wheel. Teacher or a student show variations of the color (tints and shades). Students write the first word they associate with the color. Tabulate and discuss similarities in reaction to various colors.	Craig, Clothing-A Comprehensive Study, pp. 226-243. McDermott, Homemaking for Teenagers, Book I, pp. 178-194.
	Read aloud about color from Hailstones and Halibut Bones, or read from the booklet, Come Catch a Rainbow.	O'Neal, Mary, Hailstones and Halibut Bones - Adventure in Color.
	View a filmstrip which presents concepts of relation of color and feelings.	Penney, J. C. & Co., Inc., "Color Concepts," and "Looking for Color." (Two filmstrips) (G)
	Interpret the meaning of "Color creates a feeling."	Pittsburg Pennsylvania Glass, Come Catch a Rainbow. (Booklet) (14) "Come Catch a Rainbow." (Filmstrip) (H
	Discuss uses of color and problems in using color	Pollard, Experiences with Clothing, pp. 147-172.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.C. Clothing as a Medium for Artistic Perception, Expression, and Experience

Learning Level Beginning

Behavioral Outcome Choose Colors and Design in Clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	View transparencies and identify the effect of line on figure.	3M Company, Line and Shape, Part I and Part II. (Transparencies) (L) Sears, Roebuck and Company, SEARS COLOR WHEEL. (A Visual) (IV)
	By reading, review how design elements relate to body proportions and personality.	Vanderhoff, Clothes: Part of Your World, pp. 58-73.
	On the basis of reading, describe designs in clothing appropriate to different figure silhouettes.	
Variations in the use of art components may alter the appearance of the human figure.	Use illustrations which demonstrate the use of color, texture, line and their affect on appearance.	
	Compare the effect of color on different skin tones and different figure types.	Spears, Charlezine Wood, How to Wear Colors with Emphasis on Dark Skins, pp. 1-56.
	Compare effect of lines and textures on different figure types.	
	Analyze own skin coloring and silhouette and decide on becoming colors and lines suitable for you.	Picture illustrations of costume from Seventeen, Simplicity, and Vogue. Large fabric samples in color, colored collars or a variety of colors (shades and tints) of large pieces of construction paper.
	Summarize briefly (by chart or other means) to show how to capitalize on your best features.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.C. Clothing as a Medium for Artistic Perception, Expression, and Experience

Learning Level Beginning

Behavioral Outcome Choose Colors and Design in Clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Using sketches of a basic dress style and your figure silhouette, add details of color and line for personal improvement in dress.	Sketches of basic dress designs.
	In groups assemble samples of cloth: velvet, coarse tweed, burlap, voile, satin, linen, corduroy, plaids, etc. Display selections beside the sketches done above with descriptions telling how texture is suited to a specific silhouette.	Samples of cloth of various textures.
	Present choices of texture, suitable for a dress design and to a specific silhouette. to the class for criticisms and suggestions.	Penney, J. C. & Co., Inc., Forum, "Color - A Many Faceted Tool," Spring/Summer 1968, pp. 3,7, 14-17, 20-22.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.C. Clothing as a Medium for Artistic Perception, Expression and Experience

Learning Level Beginning

Behavioral Outcome Apply Factors Involved in Grooming to Self

Generalization	Learning Experiences	Resources for Learning
*Outer appearance and physical health habits are a basic foundation for personal well-being and a medium of self-expression.	In buzz groups of three to four, list characteristics that are attractive to the group members.	Barclay and Champion, Teen Guide to Homemaking, pp. 30-47. Dunn, Bailey and Vansickle, Steps in Clothing Skills, Ch. 1, "Beauty Tips from Top to Toe," pp. 12-58. Hatcher and Andrews, Today's Home Living, pp. 338-347. McDermott and Nicholas, Homemaking for Teenagers, Book I, pp. 147-170. Pollard, Experiences in Clothing, pp. 118-142. Vanderhoff, Clothes: Part of Your World, pp. 33-45.
Grooming may enhance one's appearance and contribute to personal well-being and acceptance by others.	Identify characteristics that are affected by grooming.	Whitcomb and Cochran, Charm for Miss Teen, pp. 19-55. Beauty Tip Columns in Magazines as: Teen, Ingenue, Seventeen, Co-ed, American Girl. Celanese Fibers Marketing Co., Appearance Makes a Difference-Grooming and Clothing Tips for Young Men, (Booklet) (5)

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of Textiles and Clothing to the Individual in Society

Area of Concentration I.C. Clothing as a Medium for Artistic Perception, Expression and Experience

Learning Level Beginning

Behavioral Outcome Apply Factors Involved in Grooming to Self

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	View transparencies which present fundamentals of grooming.	3M Company, Fundamentals of Grooming, (Transparencies) (L)
	Discuss implications of the transparencies for personal well-being and self-expression.	
	Watch demonstration on hair care and hair styles.	Avon Products, Inc., Know How to Dress and Look - For Young Men. (Booklet) (4)
	Investigate by means of an interview with or a demonstration by a dermatologist on how to care for skin.	Dermatologist, Beautician
Posture contributes to an individual's total appearance.	Watch demonstration illustrating practices which develop posture related to good health and poise.	Representative from a modeling agency or a student selected because of characteristics of poise and posture.
	In small groups, experiment with various hair styles. Enlist a volunteer to serve as a model.	
Figure and face shape are factors to consider in using makeup and determining hair styles.	Plan and carry out an extended learning for achievement of specific personal grooming goals.	
	Formulate a personal score card or check list on personal grooming; use it for a designated period of time and evaluate the results.	The Bonnie Bell Program, THE GREAT LOOKS BOOKS, (Kit) (II)
	Play charades as a means of summarizing factors related to grooming.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Personal and Family Values and Goals in Regard to Clothing

Generalization	Learning Experiences	Resources for Learning
*Choices made in the selection and use of clothing are influenced by individual, peer group, and family value patterns and the relative importance of various clothing goals.	From articles displayed on a table or pictured on a bulletin board or from a display of pictures which depict various types of clothing, list the examples which you think illustrate <u>wants</u> and <u>needs</u>. Compare lists made and identify reasons for differences in the lists made by various members of the class.	Articles displayed (related to clothing) or pictures of articles.
An individual's own value pattern determines the purpose for which he or she selects and uses clothing.	Discuss possible relationships of items on the <u>want</u> and <u>need</u> lists to values held by individuals and/or families.	
Social acceptance may be of greater importance to the individual's clothing selection than other functions of clothing. i.e., Protection vs. acceptance (40 degree weather vs. mini skirt) modesty vs. social acceptance.	View transparencies of boys and girls dressed in various outfits, or look at photos or pictures in magazines. Assume that a boy or girl has $25.00 to use for purchase of an outfit for school. Each student plans expenditures for an hypothetical case. What do the selections tell about the values of the individual for whom the plan was made.	3M Company, Transparencies or some prepared by teacher. (L) Pictures of clothing from magazines. Photos which show various outfits.
Clothing choices of an individual tend to be based on interests and activities.	Record responses on the chalkboard and identify values indicated by clothing choices. Define the word "value."	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Personal and Family Values and Goals in Regard to Clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page) The value pattern of the individual's family is a strong influence in establishing clothing goals.	Students respond to Forced Choice Values Tests to identify values.	Washington State Coordinating Council for Occupational Education, "Forced Choice Values Tests," Washington State Guidelines for Teaching Personal and Family Relationships, pp. 130-142. (21)
	On a card write down one item related to clothing you purchased recently and explain how what you value affected your purchase. Do not sign. Collect the cards, shuffle them and read some for the class from the pile.	
Acceptance of his or her clothing choices by others may be held in high priority by an individual.	Identify values illustrated and group them according to the force which may have had impact on the value, i.e., peer group, parent, need, fashion, fad, etc.	
Fads accepted by the peer group influence the individual's choice.		
	Role play shopping situations when a student shops with: friend, mother, other family member. Discuss differences in clothing choices and values shown by various characters.	Shopping situations to role play.
Choices of clothing may cause conflict between the student and the parents or peer group.	Identify conflicts which may result between a teenager and parents because of clothing practices.	
	Suggest ways to resolve or to reduce conflicts.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Personal and Family Values and Goals in Regard to Clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Listen to tape recorded comments such as: Male voice (brother): "Hi, Scarecrow" Male voice (father): "You spent $30 on THAT??" Female voice: "That dress makes your eyes look so blue!!"	Tape of quotes regarding clothing practices prepared by teacher or by student volunteers.
	Analyze comments in regard to possible effects on future choices and/or on acceptance of choices made previously.	
	View a forecast of fashion (a filmstrip, organized picture illustrations, or presentation by a resource person).	Sears-Roebuck & Co., "Young Fashion Forecast for Fall, 1971, " (Filmstrip) (J)
		Resource person from department store or clothing shop.
	Discuss meaning of terms: fad, fashion, and style.	
	Illustrate how a fad or a fashion originated.	Current fashion magazines and newspapers with fashion illustration.
	Differentiate between <u>fad</u> and <u>fashion</u> by listing criteria for each.	Sears-Roebuck & Co., <u>Silhouettes of Fashion</u>. (Pamphlet). (16)
	List fad items in your school or community.	
	Bring samples of teenage fads and fashions. Analyze why it is a fad or fashion.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Personal and Family Values and Goals in Regard to Clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Interview people of various ages and ask what the fads were when they were teenagers. Report findings to class. Discuss the advantages and disadvantages of choosing an item of clothing that is considered a fad. Analyze why fads "catch on." Is a fad a "symbol of belonging?" Identify forces and individual, peer, and adult values which affect fad, fashion, and style. Bring an article of clothing to class (or describe one orally or in writing) which you consider to be an example of a fad, or a fashion. Evaluate examples using criteria established earlier. Summarize concepts about clothing selection by stating generalizations regarding relationships of clothing choices to influences of individual, peer and family value patterns and to clothing goals.	Adults as interviewees in school and community. Articles of clothing, some fads, some traditional. For an Extended Learning or Independent Study: Institute of Life Insurance, Ray and Shear, Happiness is: Influence on Values and Spending Patterns, a learning package (HELP) (9)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Fabric Characteristics and Make Selections in Relation to Performance for the Intended Use

Generalization	Learning Experiences	Resources for Learning
*The suitability of a fabric for its intended use is dependent upon the nature of the textile, its design, construction, and finish. Textiles are products of fiber and/or yarn, fabric construction, and finish. Fibers and/or yarn may be converted into cloth by various methods such as weaving, knitting, knotting, interlacing, bonding, and felting.	As an introduction (this may be a review for some) the teacher gives an illustrated presentation to highlight some functions of textiles and vocabulary needed for a consumer to be intelligent about textiles. Show examples of fabrics which serve a variety of purposes and mount textile terms on a bulletin board or flannel board. Class members, from their experience in using textiles, identify additional functions of textiles and add textile terms the consumer should know. From clothing worn by members of the class, give other examples of fabrics and function to supplement materials shown by the teacher. Take a pre-test of textile terms and/or play a bingo game which is made from textile terms. View filmstrip, "How to Select Fabric for Garments." After viewing the filmstrip and after taking the pre-test or playing bingo, individuals choose two or more textile terms to investigate: one a familiar term to learn more about; one a new term to the student. Share results of the study through textile "tell and show" session for the class.	Large samples of fabric suitable for a variety of purposes--for example: rainwear, tote bags for hiking, sportswear, sweaters, jackets, boys' pants, girls' pant suits, school dresses, blouses, shirts, sleepwear, etc. Textile terms ready for display--for example: fiber, yarn, weave, natural fibers, synthetic fibers, staple, loom, blend, nylon, polyester, thermoplastic, sanforized, napping, finish, virgin wool, reprocessed wool, etc. Textile Pre-Test (Teacher-made) Bingo game made from textile terms. Penney, J. C. & Co., Inc., "How to Select Fabric for a Garment." (Filmstrip) (G)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Fabric Characteristics and Make Selections in Relation to Performance for the Intended Use

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	See a demonstration of weaving on a large loom or a hand loom or with a frame and strips of construction paper.	A loom (large or small) and/or paper strips for making samples of weaves.
	Examine weave structures by means of viewing transparencies.	3M Company, Weaves (Transparencies) (L)
	Unravel a piece of fabric to get yarn, then fibers	
	Each student prepares a sample of one or more weaves.	Fabric samples of various weaves.
	Compare woven samples made by class and fabrics which are examples of different types of weave.	Samples of knitted fabric.
	From examination of samples of fabrics, from experience with use of fabrics, and from reading: identify advantages and disadvantages of each type of weave, loosely woven and tightly woven fabric; advantages and disadvantages of knits and double knits, felted fabric, etc.	Samples of felted fabric.
	Examine samples to find out how fabric was made, i.e., woven (and type of weave), knitted, felted, Group into categories on chalkboard or bulletin board.	Microscope Pick Glasses
	Watch the teacher demonstrate draping fabric on a small form.	(A bottle which held Ivory Dishwasher Detergent makes a good substitute for a small dress form.)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Fabric Characteristics and Make Selections in Relation to Performance for the Intended Use

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Discuss how the construction of these fabrics influences the feel or "hand" and the draping quality of the fabric. Divide the class into groups to investigate the sources of fibers from which fabric is made. Devise a plan for investigation of sources of fibers from which fabric is made, the characteristics of fibers and the suitability for specific uses. (One or more committees for each of these: cotton, linen, silk, wool, manufactured fibers). For this investigation: Read about sources of the fiber; perform tests on fibers and on a fabric made from fibers being studied; examine fibers and fabrics; view visuals, etc.	Barclay and Champion, Guide to Homemaking, pp. 76-77;109;116-120. Dunn, Bailey, and Vansickle, Steps in Clothing Skills, pp. 70-97; 107-114. Ellett, Textiles for Teens, pp. 1-47. Pollard, Experiences with Clothing, pp. 188-189; 194-199; 229-237. Vanderhoff, Clothes; Part of Your World, pp. 90-96; 122-127. Directions for testing fibers and fabrics, prepared by the teacher. Equipment and materials for testing. A form for recording characteristics of fibers. Simplicity Pattern Company, Acetate Poster.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Analyze Fabric Characteristics and Make Selections in Relation to Performance for the Intended Use

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Each committee prepare a summary of their study and present findings to the class by means of an exhibit and/or chart which gives emphasis to characteristics of the fiber which affect the performance of fabric made with the fibers studied.	
Some characteristics of fibers may not be retained in the finished fabric if blended or combined with other fibers or modified during some stage in the manufacturing process.	Investigate blends and a few finishes in which you are especially interested. Discuss how the blends and finishes affect performance of a fabric.	
	Draw a slip from a container on which is written a garment and specific function the garment is to serve.	Slips of paper, with a type of garment and functions the garment is to serve written on each paper, for students to draw from a container.
	Choose a fabric you consider suited for the garment. Justify your selection on the basis of characteristics of the fabric and present to the class or to a group of students for their evaluation of your fabric choice.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Make Decisions in Buying Clothing and Accessories in Relation to Need, Use, Resources and Satisfactions

Generalization	Learning Experiences	Resources for Learning
*Skills, knowledge, time, money and energy are resources that may help in determining selection of clothing and accessories. Factors to consider in selecting ready-made clothing include fabric, workmanship, design, and fit.	Given a description of the present wardrobe of a boy or girl of your age, and the activities in which he or she engages, pretend that you are this individual and that you have a designated amount of money to spend on clothing. Describe what you would buy and give reasons for your decisions. From reasons for clothing decisions given by members of the class, list factors which influence clothing selections.	
	Read about clothing selection in a text book.	Barclay and Champion, Guide to Homemaking, pp. 66-89. Dunn, Bailey, and Vansickle, Steps in Clothing Skills, pp. 159-181. McDermott and Nicholas, Homemaking for Teenagers, Book I, pp. 194-221. Pollard, Experiences in Homemaking, pp. 270-275. Vanderhoff, Clothes: Part of Your World, pp. 82-88.
	By means of viewing transparencies, identify reasons for consumer decisions in buying merchandise.	3M Company, Consumers: Who? Why? How? (Transparencies) (L)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Make Decisions in Buying Clothing and Accessories in Relation to Need, Use, Resources and Satisfactions

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page) Planning clothes which "go together" may enable an individual to achieve wardrobe unity with variety and economy.	With one or more students, write a script or plan a role playing siutation which points up some important principles to apply in shopping for a specific type of article or garment.	
The use to be made of the costume and accessories will help determine the style, material, and quality of workmanship desired.	Have some of the shopping situations acted out for class discussion of factors to consider in selecting ready-made clothing. Formulate guides to use in shopping for ready-made clothing.	
Accessories can be selected to complement the individual and her costume.		
Information provided by labels is one resource which may assist the consumer in buying clothing or accessories.	Examine a collection of labels from garments. From these identify specific information which can aid the consumer in selecting a ready-made garment. Put the information given into categories. Discuss the effectiveness of information on labels as a resource in buying. Make a chart of activities engaged in by boys and girls in your class. Cut out pictures of clothes and accessories to wear for each activity.	File of labels from teacher's file.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Make Decisions in Buying Clothing and Accessories in Relation to Need, Use, Resources and Satisfactions

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	From these pictures illustrate: choices to meet individual needs; items which can be mixed and matched for variety and unity; color choice for variety and for unity.	Magazines from which to clip pictures.
	Teacher or students bring to class examples of costumes and/or clothing accessories which have been "handed down" from one generation to the next, or that have lasted and been enjoyed for a long period of time.	Examples and/or accessories which have endured.
	Examine these for their quality and function.	
	Cite examples of costumes and/or accessories which have been short-lived (example: a party costume, paper dress, some fads). Discuss the examples in relation to their quality and function.	Examples of costumes and/or accessories which are short-lived.
	Compare with the items which have endured.	
	Have a resource person or a committee of student volunteers speak about accessories as a means of adding variety and interest to a costume and enhancing appearance of the wearer.	Resource person who could be: a teacher a member of the community a clothing consultant a buyer an accessory consultant or buyer
	Wear a basic outfit to school and accessorize it to give interest and to add variety.	A basic dress to accessorize. Accessories for the basic dress.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning

Behavioral Outcome Make Decisions in Buying Clothing and Accessories in Relation to Need, Use, Resources and Satisfactions

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Evaluate the accessories worn by class members. In small groups discuss the importance of accessories and accessories that are relevant today. Students evaluate the information presented by resource person by writing a short essay showing how you would apply this information to yourself. Earlier the class formulated guides to serve as an aid in selecting ready-made garments or clothing-related articles. In committees examine the guides for shopping and revise, using the principles emphasized in this unit of study. As a class evaluate suggestions of the committees and make a final revision. Play the game, MONOPOLY, as review.	(Continued from preceding page) Illinois Teacher, Vol. XIII, No. 2, 1969.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning or Intermediate

Behavioral Outcome Recognize the Place of the Personal Wardrobe in Relation to the Clothing Needs of the Family

Generalization	Learning Experiences	Resources for Learning
*Personal wardrobe decisions are influenced by the needs and wants of other family members. One's needs and desires influence clothing decisions since one may let "what he wants" get confused with "what he needs."	Role play a selfish girl or boy who is only aware of his or her wants and not the needs of the family. Discuss implications for other family members. View filmstrip and listen to record, "Clothing Communicates." After viewing the filmstrip, list on the board "needs" and "wants" clothing can help to meet. By means of examples, illustrate differences in <u>needs</u> and <u>wants</u> for various people and situations. Mark the list on the board to indicate those which apply to family members as well as to teenagers.	Penney, J. C. & Co., Inc., <u>"Clothing Communicates."</u> (Filmstrip and record) (G) Household Finance Corporation, "Your Wardrobe and You," (Filmstrip) (D)
Family composition influences clothing decisions since the number, age, sex and occupation of family members determine clothing needs.	From reading or from examining a visual, record stages in the family life cycle. Discuss needs and wants for clothing as these relate to family composition and the family life cycle.	Craig, <u>Threshold to Adult Living</u>, pp. 244-247. American Social Health Association, <u>The Family Life Cycle</u> (poster) or <u>Family Life Concerns at Every Stage of the Individual and Family Life Cycle</u>, (poster). Oregon Cooperative Extension, Fraiser, <u>Family Life Cycle</u>, Circular #709 (12)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.A. Selection

Learning Level Beginning or Intermediate

Behavioral Outcome Recognize the Place of the Personal Wardrobe in Relation to the Clothing Needs of the Family

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page) Stage of the family life cycle has bearing since clothing needs are related to one's stage of the life cycle.	List ten of your own clothing needs. List ten clothing needs of one or more members of your family. On each list identify those "needs" which actually are "wants." Compare the list of your needs and wants with a list of needs and wants of another family member. Choose two or three members of your family and record the stage in the life cycle of each. Through observation or interview, discover clothing "needs" or "wants" of each. Talk with a family member older than yourself about how their clothing needs have changed at various stages or under different situations. Individually or with one or more other students, design a visual to depict how needs vary with family composition and life cycle. (i.e., collage). Evaluate the visual according to the basic information learned on wants vs. needs and varied needs of families.	Craig, Clothing: A Comprehensive Study, pp. 312-338. Gawne and Oerke, Dress, the Clothing Textbook, pp. 286-340. Pollard, Experiences in Clothing, pp. 25-28. Vanderhoff, Clothes: Part of Your World, pp. 82-88. Tate and Glisson, Clothing for the Family, pp. 10-26. (Teacher Resource)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.B. Use and Care

Learning Level Beginning

Behavioral Outcome Care for Her Clothing Using Recommended Techniques for Laundering, Pressing, Mending and Storage

Generalization	Learning Experiences	Resources for Learning
*The type of care needed for a garment will be determined by the characteristics of the textile, construction, finish, and ornamentation. Care information may be obtained from a variety of sources; i.e., manufacturers, cooperative extension bulletins, dry cleaners, hang tags, labels, etc. Care procedure will be determined by personal standards and use of available resources; i.e., money, supplies, equipment, time, and energy. Satisfaction may be achieved by using recommended care procedures.	Examine garments that show evidence of improper care. List probable causes of damage. Divide into small groups, each to investigate one (or more) aspects of clothing care. In the investigation find out about general principles of care and their application for specific types of garments and fabrics. Locate and read information on assigned problem(s). Care of specific types of garments: Teen Guide to Homemaking, pp. 91-97. Clothes: Part of Your World, pp. 118-127. Steps in Clothing Skills, pp. 200-204. Repair: Teen Guide to Homemaking, pp. 94-99. Clothes: Part of Your World, pp. 243-248. Clothes for Teens, pp. 37-49. Stain Removal: Teen Guide to Homemaking, pp. 97-100. Clothes: Part of Your World, pp. 138-141. Steps in Clothing Skills, pp. 191. Clothes for Teens, pp. 49-57.	Garments brought by students or assembled by the teacher which have had improper care. Barclay and Champion, Teen Guide to Homemaking, pp. 91-109. Dunn, Bailey and Vansickle, Steps in Clothing, pp. 182-225. Todd and Roberts, Clothes for Teens, pp. 32-85. Vanderhoff, Clothes--A Part of Your World, pp. 116-150, 232-248. USDA, Removing Stains from Fabrics, Home Methods. (Home and Garden Bulletin #62). (17)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.B. Use and Care

Learning Level Beginning

Behavioral Outcome Care for Her Clothing Using Recommended Techniques for Laundering, Pressing, Mending and Storage

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Washing: Teen Guide to Homemaking, pp. 100-104. Clothes: A Part of Your World, pp. 131-138. Steps in Clothing Skills, pp. 189-200. Clothes for Teens, pp. 57-68.	Proctor and Gamble, Washday Wonders. (Bulletin) (15)
	Ironing and Pressing: Teen Guide to Homemaking, pp. 105-107. Clothes: A Part of Your World, pp. 143-146. Steps in Clothing Skills, pp. 204-208. Clothes for Teens, pp. 68-79.	Sears-Roebuck Co., Brighter Washdays Resource Manual. (Booklet) (16)
	Share in Clothing Care: Clothes: Part of Your World, pp. 116-117. Steps in Clothing Skills, pp. 182-184.	
	Storage: Teen Guide to Homemaking, pp. 90-91. Clothes: Part of Your World, pp. 146-151. Steps in Clothing Skills, pp. 212-225. Clothes for Teens, pp. 32-37; 81-84.	
	Other methods of investigation may include such experiences as: Talking with a knowledgeable person about this aspect of clothing care.	A parent or a cooperative extension agent.
	Trying out techniques.	Garments, fabrics, materials and equipment.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.B. Use and Care

Learning Level Beginning

Behavioral Outcome Care for Her Clothing Using Recommended Techniques for Laundering, Pressing, Mending and Storage

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Each group make a plan and present its findings about clothing care to the class. Use methods as: a guide for care, prepared by the committee; an exhibit of suitable equipment and materials; demonstrations of techniques; examples of effective and ineffective procedures in clothing care. By way of summary after the committee presentation, as a class: Arrange exhibit of clothing care supplies and equipment suitable for specific uses. Prepare a chart to show appropriate care for garments and fabrics. Prepare a display of damaged garments and label appropriate care to have prevented damage. Suggested extended learnings: Care for own or family clothing over a period of time. Make a plan for cutting time in care of clothes. Make suggestions for adaptations in techniques of appropriate care with minimal facilities.	(Continued from preceding page)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning

Behavioral Outcome Become Aware of Influence Consumers Have on Production and Sales of Clothing and Textiles

Generalization	Learning Experiences	Resources for Learning
* The textile and clothing industry is affected by the consumption patterns of individuals and families. (1)The consumer's purchase of any item of clothing denotes to the clothing industry the customer's approval of the item. The customer's choice of merchandise is a guide to buyers in gearing the store's spending pattern to the requirements of local demand. Consumer response to fashion changes forces adjustments in the clothing industry. Consumer demand and retail practices have a reciprocal effect upon one another.	Name articles of clothing or accessories popular with class members (or teenagers) at present time. Discuss impact this popularity has on the local stores and on the manufacturer. Discuss impact on stores when fashion or fads emerge and when they wane. Do comparative shopping in stores frequented by teenagers to find similarities and differences in merchandise which is popular with teenagers. Examine newspaper and magazine advertisments to determine what merchandise is in demand by teenagers at the present time. Compare with ads from older magazines and papers. Debate teenage consumers' effect on manufacturer and retailer vs. the effect of manufacturers and retailers on the teenage consumer. Design a plan, real or imagined, for a fad for school and promote it. Evaluate success or failure of the acceptance of the idea as a "fad." Relate probable impact of success or failure on retailer and manufacturer.	Local stores Magazines Newspapers Craig, Clothing, A Comprehensive Study, pp. 84-88. Garrett and Metzen, You are a Consumer of Clothing, pp. 14-16, 46-60. McDermott and Nicholas, Homemaking for Teenagers, Book 2, pp. 201-208. Starr, Management for Better Living, pp. 411-416. Sturm, Grieser and Roberts, Guide to Modern Clothing, pp. 180-183. Suggestion for extended learning as independent study: American Home Economics Association, The Consumer is King: Consumer Rights and Responsibilities, Home Economics Learning Package, HELP #1016.(2)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning

Behavioral Outcome Become Aware of Influence Consumers Have on Production and Sales of Clothing and Textiles

Generalization	Learning Experiences	Resources for Learning
*The textile and clothing industry is affected by the consumption patterns of individuals and families. (2) The return of items that are unsatisfactory to the consumer is one way of communicating with retailers and manufacturers.	Listen to a resource person from a clothing department tell about consumer-retailer relationships in the return of merchandise which illustrates consumer communicating his desires to the retailer. Following the talk, share examples which illustrate ways in which consumers communicate with retailer and manufacturer through return of unsatisfactory items. In groups write letters to "Dear Abby" and/or to a consumer protection agency or a manufacturer about experiences in returning an unsatisfactory item. Choose some letters for analysis by the class. Role play procedures for returning unsatisfactory merchandise. Appraise techniques which are effective in communicating consumer desires and attitudes to the merchant. Make a list of suggestions which might be used by the consumer as an aid in effective communication with the retailer concerning unsatisfactory items. Examine and revise the suggestions.	Resource speaker from a clothing store. Teacher Resources: East and Wines, Fashion Your Own, pp. 190-191. Sears-Roebuck and Company, A Department Store in the Classroom. (Bulletin) (16)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning

Behavioral Outcome Become Aware of Influence Consumers Have on Production and Sales of Clothing and Textiles

Generalization	Learning Experiences	Resources for Learning
*The textile and clothing industry is affected by the consumption patterns of individuals and families.	As an extended learning, a student who has had an unsatisfactory experience in returning an item to the store might write a consumer protection agency, stating the case and seeking information regarding possible further action. Tell of instances in which merchandise has been returned after customer has damaged it. Discuss implications.	
(3) Irresponsible consumer practices may affect production and sales of clothing and textiles. Careless treatment of clothing and textile items by the consumer, resulting in the return of merchandise, is an irresponsible consumer practice.	Read from references. Identify irresponsible practices and discuss implications for production and sales. In Opportunities in Clothing, read about selling techniques and ways to handle returns and customer complaints, from the viewpoint of the retailer. From this, formulate a code to guide the customer in relationships with the store. Demonstrate correct way of trying on a garment, handling nylons or lingerie in anticipation of buying.	McDermott and Norris, Opportunities in Clothing, pp. 163-169, 182-183. Rathbone, Tarpley, East and Ahern, Fashions and Fabrics, pp. 188-193. Sturm, Grieser and Roberts, Guide to Modern Clothing, pp. 146-149. Todd and Roberts, Clothes for Teens, pp. 183-185.
The purchase of merchandise with the intent to use and return for credit is an irresponsible consumer practice which affects production and sales of clothing and textiles.	Relate any instances when a customer has used and returned a garment which he had no intention of buying. Relate experiences or instances in which students have found merchandise damaged due to carelessness of customers.	Sears-Roebuck and Company, A Department Store in the Classroom. (Teacher Resource) (16)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and Use of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning

Behavioral Outcome Become Aware of Influence Consumers Have on Production and Sales of Clothing and Textiles

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Identify implications of foregoing practices on manufacturer and retailer. Compose code of ethics for shopping. Evaluate code and revise as needed.	(Continued from preceding page)

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition of Textiles and Clothing

Area of Concentration: II.C. Responsibilities of Consumers

Learning Level: Beginning, Intermediate and Advanced

Behavioral Outcome: Evaluate the Influence of Advertising Upon Clothing and Textile Choices

Generalization	Learning Experiences	Resources for Learning
*Advertising through mass media is planned to affect consumer choice. A seller advertises to create a demand for his merchandise. An awareness of misleading statements and false claims in advertising is a safeguard in evaluating advertisements of merchandise.	Identify various means of advertising: i.e., TV, magazine, newspaper, radio, store window, word of mouth, etc. Post a list of slogans used in advertising a product or brand name of a well-known item. Students try to match the slogan to the article to which it relates. Check responses for accuracy. Discuss the reasons for the correct responses. What are the results of advertising of this kind? View transparencies as a means of learning more about advertising. Examine advertisements from magazines or newspapers and identify the appeals made to the consumer through the advertisements. List the various appeals on the board and regroup into categories: i.e., psychological, informational, functional, economic. Find one or more example(s) of advertisements which fits each category. Arrange in groups on display board. Find examples of advertisements which give information helpful to the consumer in making decisions about purchases.	Slogans and brand names. Washington State Cooperative Extension, Advertising and Consumer Decisions. (Bulletin #362) (20) 3M Company, Evaluating Advertising. (Transparencies) (L) Advertisements from newspapers and magazines. Garrett and Metzen, You Are A Consumer of Clothing, pp. 46-61. Teacher Resources: Advertising Federation of America, Directions and Answers About Advertising. (Bulletin) (1) Britt, Consumer Behavior and the Behavioral Sciences, Chapter 35.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning, Intermediate, and Advanced

Behavioral Outcome Evaluate the Influence of Advertising Upon Clothing and Textile Choices

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Find examples of misleading advertising. Shop for an article you want or need in person, by using a mail order catalogue, or by role playing a shopping experience. Make a decision about a purchase and identify what influenced your decision. Discuss how advertising appeals influenced you in the shopping experience. Debate the topic, "We cannot defend ourselves against the advertising mechanisms."	Newman, Joseph W., On Knowing the Consumer, pp. 107-121. Suggestions for extended learnings or independent study: American Home Economics Association, Advertising Appeal: Impact of Advertising on Buying Practices, Home Economics Learning Package, HELP #1001. (2) American Home Economics Association, Bargain Hunters: Influence of Bargains and Sales Techniques on Consumer Decisions, Home Economics Learning Package. HELP #1003. (2)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning

Behavioral Outcome Make Use of Available Consumer Aids and Protection in Purchasing Clothing and Fabrics

Generalization	Learning Experiences	Resources for Learning
* Information provided by agencies and industry through labels, advertising, and sales persons are resources which may assist the consumer in predicting performance of textiles and clothing. 1 Consumer information obtained from labels or hang tags, advertisements, and sales people needs to be critically analyzed before purchasing products.	As an introduction have a caption on the bulletin board "Aids for Consumer Protection," with sub-titles arranged on the board and space around each--"Labels," "Hang tags," "Advertisements," "Sales persons." Define "consumer protection" and discuss the meaning of the caption on the bulletin board. Select one or more labels, hang tags, or advertisements from a supply available. Study them and identify information which would provide consumer protection (if any). From the examples examined, post words, phrases, etc., in appropriate groupings which give information which can serve for consumer protection. From experiences in shopping share illustrations of a sales person as an aid to consumer protection. View filmstrip, "Consumers in the Market Place." Discuss implications for consumer practices as aids in getting satisfaction from expenditures. In discussion and by means of examples, differentiate between informative and noninformative labels, hang tags, advertisements.	Barclay and Champion, Teen Guide to Homemaking, pp. 74-79, 116, 119-120. Hatcher and Andrews, Today's Home Living, pp. 184-185. McDermott and Nicholas, Teen Guide to Homemaking, pp. 202-205. Pollard, Experiences in Clothing, pp. 184-185. Pollard, Experiences in Homemaking, pp. 70-77. Vanderhoff, Clothes: Part of Your World, pp. 91-92; 104; 123-130. Labels and hang tags. Institute of Life Insurance, "Consumers in the Market Place." (Filmstrip) (E)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning

Behavioral Outcome Make Use of Available Consumer Aids and Protection in Purchasing Clothing and Fabrics

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Shop for one article of clothing or for a fabric. Record all information available to you, (the consumer) from labels, hang tags, advertisements, store personnel.	
	Analyze the extent to which information available influenced your consumer choice.	
	From examining three or four slips, blouses or sleepwear displayed without hang tags or labels, decide which of like garments would be your first choice.	Actual garments for comparison.
	Examine garments again with hang tags or labels attached. Choose again.	Hang tags and labels which belong to the garments compared.
	Compare choices and discuss purposes hang tags and labels serve.	Teacher Resource: Penney, J. C. & Co., Inc., FORUM, Spring/Summer, 1971, "The Role of Advertising," pp. 6-7.
	As a means of application of principles, play the game, JEOPARDY.	Illinois Teacher, Vol. XIII, No. 2, 1969.
By reading the label or hang tag, a consumer may gain such information as care requirements, fiber content, brand name, and infer performance expectations.	From additional samples, interpret types of information found on labels and ads.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition of Textiles and Clothing

Area of Concentration II.C. Responsibilities of Consumers

Learning Level Beginning

Behavioral Outcome Make Use of Available Consumer Aids and Protection in Purchasing Clothing and Fabrics.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	From samples of advertising, labels, and conversations with sales persons, record information and analyze for its helpfulness and validity.	Labels, hang tags and advertisements.
As a source of information about performance expectations, sales people may assist the shopper.	Listen to sales person relate experiences of persons not making use of information available on labels, etc. Formulate criteria for an adequate label. Revise labels to meet criteria. Judge one of the following: a label a hang tag an advertisement a conversation with a sales person in terms of how you might expect the article to perform. Extended Learning: Interview mothers to see how important they think labels are; if they save labels and what they consider to be a good label.	A sales person as a resource person. Programmed Learning Guides for Individualized Instruction, Ginn & Company. Be Sharp, Don't Be Cheated. Dress Well for Little Money. (Two of a series on consumer education, produced by the Xerox Corporation). (6)

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PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing on the individual in society.

Area of Concentration: I. A. Interrelationship of clothing and culture

Learning Level: Intermediate

Behavioral Outcome: Analyze present day events and conditions in relation to clothing design and selection.

Generalization	Learning Experiences	Resources for Learning
*Dress and self adornment reflect current attitudes and values.	As an introduction to this study, use pictures which illustrate the evolution of one or more styles or methods of adornment typical of different periods. View on opaque projector or bulletin board. (For example: hair styles, shoes, women's dress, men's dress)	Craig, Clothing, A Comprehensive Study, Part III, pp. 136-157.
Dress and adornment of Western Civilization evolved from the beginning of man.	Read about origin and evolution of clothing. Working in groups, show progress of fashion of a particular period. Share with the class by means of a chart or bulletin board display. Bring to class examples of clothing and clothing accessories, pictures, magazine articles, etc., which relate to dress and self adornment in earlier years.	Lester and Kerr, Historic Costumes. Payne, Blanche, History of Costume from the Ancient Egyptians to the Twentieth Century. (Teacher resource) Pictures of dress and adornment from teacher's file, library, museum, or instructional center. Items of dress and self adornment for men and women brought by students, teachers, and others. (Dresses, blouses, shirts, coats, skirts, trousers, jewelry, gloves, shoes, hosiery, etc.)
Surviving fragments of clothing are tangible resources for the study of cultures of the past, and help to preserve the elements of culture for future generations.	Arrange a display of items brought to class and explain how these related to social values and attitudes at the time they were used.	Fashion sections of old and current newspapers and magazines.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. A. Interrelationship of clothing and culture

Learning Level Intermediate

Behavioral Outcome Analyze present day events and conditions in relation to clothing design and selection.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	From examination of fashion sections of newspapers or magazines list some current fashions. Discuss how present day conditions and events may have influenced specific fashions. Compare the display of clothing items from earlier years with fashion trends of today. Discuss in relation to conditions and events of the periods of time represented. For independent study: Read books on history of costume. For example: Lester and Kerr, Historic Costume; Payne, History of Costume from the Ancient Egyptians to the Twentieth Century. Visit a library or a museum which has a collection of pictures of historic costume or a costume collection.	Books which contain paintings illustrative of costumes of various periods in history. Museums. For example: The Seattle Museum of History and Industry.

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society.

Area of Concentration: I. B. Social and psychological aspects of clothing

Learning Level: Intermediate

Behavioral Outcome: Interpret the effect of clothing upon prestige, acceptance and self-confidence.

Generalization	Learning Experiences	Resources for Learning
*Clothing which satisfies need and enhances appearance contributes to one's self-confidence and security. Clothing may be used as a means of satisfying basic needs when these are not met in other ways. For most people, clothing provides a positive means of satisfying the need for self adornment.	Assemble pictures of clothing which illustrate satisfying a need and/or enhancing appearance. Use as an introduction to the study. Identify the needs illustrated which may not be met by means other than clothing. Identify illustrations which show how clothing helps satisfy the need for self adornment. From reading and use of the picture illustrations, discuss the contribution clothing can make to self-confidence, prestige and acceptance through satisfying basic needs and through satisfying the need for self adornment.	Picture illustrations of clothing for various types of individuals and occasions. Craig, Clothing, A Comprehensive Study, pp. 179-187. Gawne and Oerke, Dress, pp. 12-35. Rathbone, Tarpley, East, Ahern, Fashions and Fabrics, pp. 27-49. Todd and Roberts, Clothes for Teens, pp. 18-31. Latzke and Hostetter, The Wide World of Clothing, pp. 53-60. (Teacher reference)

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. B. Social and psychological aspects of clothing

Learning Level Intermediate

Behavioral Outcome Interpret the effect of clothing upon prestige, acceptance and self-confidence.

Generalization	Learning Experiences	Resources for Learning
* Sociological and psychological influences affect clothing selection and dress in relation to the personality and role of the individual. The family's concept of clothing may affect the development of the individual psychologically or sociologically. Clothing may help an individual identify with his or her expected role in society. When an individual shows consideration of others through clothing practices, he (or she) may gain acceptance by others and grow in self confidence and prestige.	Dramatize a mother-daughter and/or mother-son discussion which involves conflict as to the suitability of clothing for various occasions. Analyze reasons for conflicts brought out by the role playing. How do they relate to differences in interpretation of the youth and the parent of the effect of clothing on prestige, acceptance, and self-confidence? Discuss psychological and sociological implications of these conflicts on the youth; on the parents. From observation and from experience illustrate how an individual can show consideration for others by clothing selection and clothing practices. Discuss the implications of clothing selection and clothing practices on acceptance by others and on self confidence and prestige.	Same references as for preceding page.

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society

Area of Concentration: I. C. Clothing as a medium for artistic perception, expression and experience

Learning Level: Intermediate or advanced

Behavioral Outcome: Relate clothing to the expression of creativity.

Generalization	Learning Experiences	Resources for Learning
* Clothing is a form of applied art and can be a means of self-expression.	Brainstorm for new, unusual, unheard of, novel styles or decoration for clothing.	Craig, Clothing, A Comprehensive Study, pp. 226-242.
	After brainstorming, review elements and principles of design (line, form, texture, rhythm, balance, scale, proportion, etc.)	Gawne and Oerke, Dress, The Clothing Textbook, pp. 18-20; 36-98.
	View transparencies as a means of reviewing types of line and their effect on the figure.	3M Company, Line and Shape, Part I and Part II. (Transparencies) (L)
	From the review of elements and principles of design and from the suggestions made in brainstorming experience, explore further ways to express yourself creatively.	McDermott and Norris, Opportunities in Clothing, pp. 42-81.
	Teacher and selected students share with class some ways to execute original designs; examples: tie and dye, use of yarns and/or felt on fabrics, painting natural woodpieces for buttons or earrings.	Sturm and Grieser, Guide to Modern Clothing, pp. 32-66.
		Todd and Roberts, Clothes for Teens, pp. 28-30.
		Whitcomb and Cochran, Charm for Miss Teen, pp. 57-87.
Through the selection of clothing and accessories, one can express personality and reflect self-concept.	Look in magazines, newspapers and view television to find ways that others have used to express creativity.	Fashion magazines such as Simplicity and Vogue.
	Share results of your investigation with the class orally or by means of illustrations on bulletin board, opaque, or transparency.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. C. Clothing as a medium for artistic perception, expression and experience

Learning Level Intermediate or advanced

Behavioral Outcome Relate clothing to the expression of creativity.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Find examples of designs created by clothing or furniture designers, sculptors, painters, etc. Compare designs of two or more in the same field in relation to differences in the way designers express themselves. In groups work up an idea for an original design for a garment. Present to the class for evaluation.	Teacher Resources: Brackman, Helen, The Theory of Fashion Design. Erwin and Kichen, Clothing for Moderns, pp. 534-561. Horn, The Second Skin, pp. 232-258. Kefgen and Touchie-Specht, Individuality in Clothing Selection and Personal Appearance, pp. 96-100, 226.
Clothing may be a means through which one may satisfy creative needs.	Divide into groups of three or four and plan accessories for a basic garment to be worn by a volunteer model from the group. (Use accessories brought from home) Evaluate results in regard to the expression of creativity through accessories.	Clothing accessories
The use of color, texture and line in clothing is a means of expressing feelings, ideas and emotions.	Plan and carry out a simple project in which you express yourself creatively. Evaluate how members of the class have shown individuality in their projects. Examples: Plan an outfit; accessorize a garment; plan a wardrobe; renovate a garment; make an accessory; plan a color scheme for an outfit; design a garment, etc.	

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society

Area of Concentration: I. C. Clothing as a medium for artistic perception, expression and experience

Learning Level: Intermediate or advanced

Behavioral Outcome: Apply factors involved in grooming to self

Generalization	Learning Experiences	Resources for Learning
*Appearance is affected by one's self image and how others perceive us. In order to create desired impressions through dress, the individual needs to be aware of the meaning dress communicates to others. Grooming is a factor considered by employers when interviewing prospective employees. Grooming may enhance one's appearance, contribute to personal well-being and acceptance by others. Posture contributes to an individual's total appearance. Figure and face shape are factors to consider in using makeup and determining hair styles. Standards of grooming differ with various kinds of occupations.	View filmstrip which presents interviewing for a job. Establish several situations for personal job applications through interview. Have these situations presented to the class by role playing. (For each "applicant" specify specific characteristics related to grooming. Such differences might be shown as: posture, hair style and makeup, cleanliness, neatness, clothing care, suitability for occasion.) Discuss the dramatizations to explore implications of grooming and clothing to acceptance by employer for employment for a job. Students survey personnel in business and service occupations to find out employer standards of dress and appearance. Compile results of the findings and prepare a guide for use of applicants seeking a job. Judy, an intelligent teenager, likes very much to dress in mod clothing. She feels that grooming is a matter of personal preference and has no relationship to how well a person will do a job. Her dream of becoming a nurse cannot be achieved unless she earns money to pay her way through school. She has just made an appointment for a job interview to be a receptionist in a local doctor's office. In your own words how should she dress for the interview? Justify your answer.	Penney, J.C. and Co., Inc., "Preparing for an Interview." (Filmstrip and record) (G) Craig, Clothing, A Comprehensive Study, pp. 179-183. Dunn, Bailey, and Vansickle, Steps in Clothing Skills, pp. 505-515. McDermott and Norris, Opportunities in Clothing, pp. 14-20. Whitcomb and Cochran, Charm for Miss Teen, pp. 118-126. Personnel Managers from various business and service occupations such as: Drive-in Restaurant Department Store Factory Nursing Home Grocery Store Local Store Employment Office Farm Labor Office Hospital Health Service Centers Drug Store School Cafeteria

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PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society.

Area of Concentration: I. D. Textiles and clothing in the economy

Learning Level: Intermediate or advanced

Behavioral Outcome: Explore career opportunities in clothing and textiles

Generalization	Learning Experiences	Resources for Learning
*A wide range of career opportunities exists in the clothing and textiles industry for individuals with varied interest, abilities and aptitudes.	View a film and/or filmstrip which presents career opportunities related to clothing and textiles. After viewing the film or filmstrip, invite a person from the state employment office, from business, or a home economist in business (HEIB) who is in the clothing field to speak on clothing career opportunities in the community or in the state. Ask the guest speaker to identify qualifications needed, training required, occupational hazards, and other particulars concerning employment. Following the presentation of the guest speaker and viewing the film or filmstrip, compile a list of career jobs in the community or state which might be available for a high school graduate or a student in high school. (For example: selling clothing or fabric in a department or specialty store; pressing, repair, or alterations in a drycleaning establishment, custom sewing or alterations in a dressmaking shop) List advantages and disadvantages of different career opportunities.	Bassist Fashion Institute, "Fashion: The Career of Challenge." (Film) (A) Penney, J.C. and Co., Inc: "A Career in Retail Buying." (Filmstrip and record) (G) "A Career in Fashion Distribution." (Filmstrip and record) (G) "Retailing Serves the Consumer." (Filmstrip and record) (G) Resource speaker Craig, Clothing, A Comprehensive Study, Part 5, Ch. 19. McDermott and Norris, Opportunities in Clothing, pp. 30-42. Vanderhoff, Clothes: Part of Your World, pp. 250-264. Vogue/Butterick Pattern Service, A Fashion Career: The Inside Story. (Booklet) (19)

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society

Area of Concentration: I. D. Textiles and clothing in the economy

Learning Level: Intermediate or advanced

Behavioral Outcome: Explore career opportunities in clothing and textiles

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Select a career in textiles and clothing and anlayze your qualifications, or those of another member of the class for this career by asking such questions as: What training or knowledge does student already have? What additional training is needed? What expenses are involved in training? Where is training available? Make a list of career opportunities related to clothing that require more advanced training than available in your high school. Summarize main points about career opportunities in clothing and textiles by stating one or more generalization(s). As an extended learning, volunteer (one-three students) to have an interview with a personnel director regarding career opportunities in clothing and textiles. Tape the interview(s) and play back for the class. Investigate a specific occupation: competencies needed; education required; opportunities for employment and for advancement.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. E. Physiological aspects of textiles and clothing

Learning Level Intermediate or advanced

Behavioral Outcome Analyze physiological factors affecting selection of fabrics and clothing.

Generalization	Learning Experiences	Resources for Learning
*Clothing facilitates adjustments of the human body to the environment Fibers, finishes, and methods of construction affect physiology of the body under different environmental conditions, i.e., temperature, humidity, wind, rain, flame.	As an introduction to the study, examine two exhibits of items of textiles and clothing together with labels, descriptive terms, or captions. Include such items as: shoes out of shape because of soaking in water, a garment partially destroyed by fire, a garment stained with perspiration at arm holes. Discuss the articles on display in regard to differences fibers, methods of fabric construction and finishes make in regulation of body temperature, protection from rain, wind, fire, etc. Share other examples which illustrate how clothing can aid the body in adjustment to the environmental factors. View "Understanding Today's Textiles," and/or "Man-Made Fibers." Discuss relation of fabrics, fibers and finishes to function. Divide the class into groups of 3 or 4 students to a group. Describe a situation for an individual or a family which necessitates a different type of clothing for them because of changes in their environment. Examples of problems for solution: clothes for a vacation in specific location or for specific activities; clothes	Washington Cooperative Extension, Fabric Finishes, Bulletin #EM 3377. (20) McDermott and Norris, Opportunities in Clothing, pp. 83-150. Rathbone, Tarpley, East and Ahern, Fashions and Fabrics, pp. 102-144. Sturm and Grieser, Guide to Modern Clothing, pp. 69-86, 102-103. Todd and Roberts, Clothes for Teens, pp. 368-387. Vanderhoff, Clothes: Part of Your World, pp. 91-101. Penney, J.C. and Co., Inc., "Understanding Today's Textiles." (Filmstrip) (G) Product Association, Inc., "Man-Made Fibers." (Film) (I) Travel folders from Pan American, American Express, etc. American Home Economics Association, Textile Handbook. (Teacher resource)

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. E. Physiological aspects of textiles and clothing

Learning Level Intermediate or advanced

Behavioral Outcome Analyze physiological factors affecting selection of fabrics and clothing.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	for person(s) moving to a different part of the country; clothes suitable for a specific type of job. Consider the type of fabric, fabric construction and finishes that would be most suitable for a climate, an activity, or a job identified by the group. To solve this problem review references on characteristics of fibers, fabrics and fabric finishes. Experiment with fabrics for fire resistance, wind and water repellency, etc. Groups report their solution to problem situations for class analysis. Make a chart to show characteristics of different fabrics and of finishes which affect fabric performance. Groups re-evaluate original plan and make necessary changes in plans.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. E. Physiological aspects of textiles and clothing

Learning Level Intermediate or advanced

Behavioral Outcome Analyze physiological factors affecting selection of fabrics and clothing

Generalization	Learning Experiences	Resources for Learning
*Comfort and safety of clothing are influenced by fabric finish, construction, style, and the suitability of these for various activities. The construction and style of the garment affect body comfort. Comfort of clothing is influenced by style and suitability for a given activity.	As review discuss the role of clothing in facilitating adjustments of the human body to the environment. Play the game, Fabric Football, as a means of review. Pantomime activities that involve physical movements; i.e., tennis, scrubbing floors, swimming. Identify body movements which put strain on body. Note pull on clothing which seems to result in strain on clothing or inhibition of body movement. Invite a resource person to present how design of clothing relates to function and comfort. View photographs of people engaged in various activities and in different climatic conditions. Analyze clothing worn for specific purposes and under different conditions. Discuss relationships of fabric finish, construction, style and activity to comfort of clothing. Answer such questions as: Would you be more comfortable playing tennis in a long sleeved woven cotton blouse or a short sleeved cotton knit body shirt? Why?	<u>Illinois Teacher</u>, Vol. XIII, No. 2, 1969. Resource people; i.e., football coach, tennis pro to discuss design in relation to function and comfort. Photos of summer activities (brought by students) Magazine photographs of various sports activities. Horn, <u>The Second Skin</u>, pp. 294-311. (Teacher resource)

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. E. Physiological aspects of textiles and clothing

Learning Level Intermediate or advanced

Behavioral Outcome Analyze physiological factors affecting selection of fabrics and clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Play game of Tic-Tac Toe to review relationship of physiological factors affecting clothing selection. Based on interest, organize small groups to investigate clothing for a particular purpose, i.e., football, hiking, skiing, fishing; for a mechanic, factory worker, a chef. Investigate clothing requirements for the activity. (Include terms from labels, advertisements, and texts which can aid the consumer in choosing clothing to fit a comfort or other functional need, such as safety.) Share results of the investigation with the class through illustrated presentation, with assistance of a resource person, or by other means. Class analyze and summarize information presented by groups.	
The safety of clothing is influenced by chemistry of the fiber and fabric and by the construction of the fabric and the garment.	Note factors which are safety hazards and those which could aid in prevention of accidents.	Washington Cooperative Extension, Buying Children's Clothes. (Bulletin #46) (20)

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. E. Physiological aspects of textiles and clothing

Learning Level Intermediate or advanced

Behavioral Outcome Analyze physiological factors affecting selection of fabrics and clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page) The physical condition and stage of development of the human body influence the type of clothing selected. (Special needs for undergarments, outer garments, shoes, etc., for the handicapped, the elderly, the laborer, children, people with allergies, etc.)	Invite an occupational therapist to explain and to show the class modifications of dress for individual needs of handicapped. Explore this problem through discussion and through sharing examples from experiences. Listen to an excerpt from The Second Skin, pp. 310-311. (Read aloud) With this as an introduction list on the board examples of special clothing needs of individuals. For example: an adult who is arthritic, a two-year old child, an adult with only one hand. Prepare individual assignments based on case problems, such as: Plan a wardrobe for a ten-year old child who is allergic to wool. Plan for work clothes for a nurse who works in a hospital (without air conditioning) in a hot, humid climate. Plan for adjustments in clothing for a person in a wheel chair or other handicapped person. Evaluate plan made by one or more members of the class regarding how well clothing needs are met for comfort, activities, safety.	Resource person

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Intermediate

Behavioral Outcome: Analyze personal and family values and goals in regard to clothing

Generalization	Learning Experiences	Resources for Learning
*Choices made in the selection and use of clothing are influenced by individual, peer group, family value patterns, and the relative importance of various clothing goals. There may be a relationship between the selection of clothing and the individual's self-concept.	View pictures of well-known people on the opaque projector--some conservative; some the opposite; some in party dress; some in play clothes; etc. Discuss reasons for the person dressing as shown in the picture. Identify a self-concept or concepts shown by the clothing practices depicted. Brainstorm for adjectives which relate to self-concept; i.e., sexy, brainy, cute, hero, etc. Write adjectives on blackboard. Each individual write on paper those adjectives thought to apply to his or her self-concept. Add others if desired. Hand in papers unsigned. Two or three students working as a group draw from the papers at random. Make suggestions for "dress" to fit an individual - as described by lists selected. Evaluate the suggestions for "dress" made by one or more groups in relation to how well the plan fits the characteristics identified for a person.	Pictures of various clothing worn by a variety of ages and types.
There is a tendency to dress according to role expectations.	Illustrate a fad or a fashion which originated from a clothing practice of a celebrity.	Teacher Resources: Horn, The Second Skin, pp. 88-129.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Intermediate

Behavioral Outcome Analyze personal and family values and goals in regard to clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Discuss possible value or values held by a celebrity which caused them to choose and wear an outfit or article. Identify some reasons that may have influenced other people to accept, purchase, and to wear a similar item or outfit. Have a panel discussion on pro's and con's of conformity in dress. Include such questions as: What satisfactions may a person have from dress conformity? What are reasons for independent attitudes in dress? What qualities seem to be characteristic of a pace setter in dress?	Celanese Fiber Marketing Company, a resource booklet to help the teacher analyze changes in Clothing for Contemporary Living. (Booklet) (5)
	Prepare a collage of photographs you believe describe you. Justify choices of pictures in relation to your self-concept, roles, needs, activities.	Pictures for collages, paper, paste, scissors.
	View filmstrip, "Psychological Importance of Clothing," and filmstrip, "Five Clues to a Winning Wardrobe." Discuss the ideas presented in the filmstrips about the relationship of clothing and an individual's self-concept and the place of clothing in role identification.	Penney, J.C. & Co., Inc., "The Psychological Importance of Clothing." (Filmstrip and record) (G) Celanese Fibers Marketing Company, "Five Clues to a Winning Wardrobe." (Filmstrip and record) (B)

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Intermediate

Behavioral Outcome: Analyze personal and family values and goals in regard to clothing.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Each student choose a celebrity; i.e., Mama Cass, Jackie Onassis, or a specific case situation. For the class present a wardrobe need or needs and suggest an item of clothing or an outfit which would fulfill the need(s) for a specific case situation. Class appraise the suggestions made for suitability to self-concept, activities, roles, etc.	List of celebrities and/or descriptions of case situations which identify characteristics of individuals.
The individual's value system affects his or her sense of ownership; i.e., borrowing and sharing clothes.	Discuss reasons for borrowing and for lending clothing. Address attention to such questions as: Does borrowing clothing contribute to security or to a feeling of belonging? How does borrowing or lending clothing relate to an individual's values? How does this practice influence conformity in dress? On a paper each person lists items related to clothing he or she has borrowed or loaned in the last two months. Include reasons for borrowing or lending clothes. Tabulate for benefit of the class.	
Clothing choices may be influenced by a desire to be a pace-setter in fashion or to conform to the group.	Make a survey at school to find out factors which influence clothing choices of students (individual goals; individual characteristics; i.e., desire to be a pace-setter or desire to conform; peer group; family members; functional needs; economic needs, etc.)	

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Intermediate

Behavioral Outcome: Analyze personal and family values and goals in regard to clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Make a summary of the findings. Each individual compare his or her own practices with practices of students in the sample. State generalizations which summarize the implications of clothing choices related to values and goals.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Intermediate

Behavioral Outcome Analyze fabric characteristics and make selections in relation to performance for the intended use.

Generalization	Learning Experiences	Resources for Learning
*The suitability of a fabric for its intended use is dependent upon the nature of the textile, its design, construction and finish.	As an introduction to the study and as a review, have swatches of fabric on the bulletin board together with some information about each--as name of fabric, generic name of fibers from which fabric is made, a label, fiber content, suggested use.	Fabric swatches and some information about each for introduction to the study.
	Each student (or a pair of students) find out as much about one fabric as is feasible; i.e., fiber content, fabric construction, length of fibers, finish, textile terms which apply to the fabric, suggested use, limitations, etc.	
	Present findings to the class.	
	Take a pre-test on textiles, based on previous units studied. Each student look up definitions of terms missed.	Pre-test on textiles prepared by the teacher.
	View filmstrip(s) which present fabric information.	Penney, J.C. & Co., Inc., "How to Select Fabric for a Garment." (Filmstrip) (G)
		Penney, J.C. & Co., Inc., "Textile Fiber Personalities." (Filmstrip and record) (G)
		Celanese Fiber Marketing Co., "Textiles for Today and Tomorrow." (Filmstrip and record) (B)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Intermediate

Behavioral Outcome Analyze fabric characteristics and make selections in relation to performance for the intended use.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Class discuss the meaning of terms related to consumer purchase and use of textiles.	Craig, Clothing: A Comprehensive Study, pp. 113-114; 244-262; 266-271. McDermott and Norris, Opportunities in Clothing, pp. 83-131. Pollard, Experiences with Clothing, pp. 229-237. Rathbone, Lucy, et al., Fashions and Fabrics, pp. 102-144. Strum and Grieser, Guide to Modern Clothing, pp. 69-107. Todd and Roberts, Clothes for Teens, pp. 368-387.
Fabrics differ in quality, fiber, construction, and finish.	Given two or more fabric samples, construct darts, seams, etc., and identify in writing how the two fabrics differ in performance. Read about factors which contribute to fabric of good quality.	Fabrics for constructing darts, seams, etc. Worksheet for use in evaluating fabric performance with questions; i.e., Does it slip and slide on machine? Does it ravel? How does it press?

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Intermediate

Behavioral Outcome Analyze fabric characteristics and make selections in relation to performance for the intended use.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Bring examples from home or find examples at school of fabrics which are of good quality and those which are of poor quality.	Fabrics of good quality. Fabrics of poor quality.
	Explain how thread count and construction affect fabric performance.	
The performance of a fabric is dependent upon its fiber, construction, and finish.	Trace the steps in process of manufacture from the time the yarn was woven or knitted into a fabric until it is ready to be sent to the retailer.	
	How do these processes contribute to the appearance and/or to the usefulness of the fabric?	McDermott and Norris, Opportunities in Clothing, pp. 140-146.
Finishes may be applied to fabrics to produce and control desired qualities.	From reading and from personal experiences with fabrics, list finishes which affect appearance of a fabric; finishes which improve performance.	McDermott and Norris, Opportunities in Clothing, pp. 147-150.
The finished textile will give more satisfactory service when the characteristics of the fabric are compatible with intended end use.	Individually, in groups, or as a total class, investigate finishes which affect appearance of a fabric and finishes which improve performance.	American Home Economics Association, Textile Handbook. (Teacher resource)
Some characteristics of fibers may not be retained in the finished fabric if blended or combined with other fibers or modified during some stage in the manufacturing process.	Describe a garment a hypothetical student wants for his or her wardrobe. Identify the purposes the garment is to serve. Choose a fabric you consider will meet quality, appearance, and performance criteria compatible with purposes the garment is to serve. Have other members of the class evaluate your fabric choice.	

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Intermediate

Behavioral Outcome: Judge quality, suitability and durability of garment construction

Generalization	Learning Experiences	Resources for Learning
*Consumers are able to evaluate factors in choosing ready-to-wear clothing when they are familiar with construction techniques. Quality of construction used on a garment is one contributing factor related to cost and expected performance of the garment; i.e., quality in seam allowances, seam finishes, grain-line, thread, stretch length, darts, hems, closures, trim, application of sleeves and collar, understitching, excess bulk in seams, etc. Suitability of a garment's closures and trim frequently defines the degree of satisfactory wear. Construction techniques may affect the fit of the garment.	Watch a demonstration by the teacher, illustrating good and poor quality construction. As individuals or in pairs, investigate features desirable for one type of ready-made garment; i.e., dress, skirt, jeans. For this investigation: Read in one or more texts, do comparison shopping, examine garments at home, talk to an adult about desirable features, etc. Prepare a buyer's guide for use in shopping for a specific type of garment. Have members of the class use the guide to rate some garments (in the collection at school, at home, or in a shop). Revise the shopper's guide if a revision is indicated. Play classroom BINGO as review of guidelines for judging garment construction.	Garments for examination and comparison (borrowed by teacher from individuals or stores or from examples in school teaching aids.) Garments for comparison Stores for comparative shopping. Champion and Barclay, Guide to Homemaking, pp. 66-89. Dunn, Bailey and Vansickle, Steps in Clothing Skills, pp. 159-181. McDermott and Nicholas, Homemaking for Teenagers, Book I, pp. 201-220. Pollard, Experiences in Homemaking, pp. 270-275. Pollard, Experiences with Clothing, pp. 174-192. Todd and Roberts, Clothes for Teens, pp. 147-160.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Intermediate

Behavioral Outcome: Make decisions in buying clothing and accessories in relation to need, use, resources, and satisfactions.

Generalization	Learning Experiences	Resources for Learning
*Skills, knowledge, time, money, and energy are resources that may help in determining selection of clothing and accessories. Factors to consider in selecting ready-made clothing include fabric, workmanship, design, and fit. Planning clothes which "go together" may enable an individual to achieve wardrobe unity with variety and economy.	View filmstrip(s) and transparencies to review principles of buying clothing in relation to need, use, and resources. Discuss points emphasized in the filmstrip(s) and/or transparencies regarding clothing management. Read in one or more texts about decisions involving use of resources for clothing management. Listen to a resource person speak about factors to consider in buying clothing. Identify resources available to you for clothing management. List reasons why wardrobe planning may be profitable. Discuss how decisions about use of resources can save the clothing budget. Prepare and give a demonstration showing how you can make several attractive outfits out of a few basic garments and a variety of accessories.	Household Finance Corporation, "Your Wardrobe and You." (Filmstrip) (D) Celanese Fabric Marketing Co., "Five Clues to a Winning Wardrobe." (Color/sound filmstrip) (B) 3M Company, Consumers: Who? Why? How? (Transparencies) (L) Personnel from a store Champion and Barclay, Teen Guide to Homemaking, pp. 66-68. Cross, Enjoying Family Living, pp. 196-217; 280-286. Hatcher and Andrews, Today's Home Living, pp. 366-374. Pollard, Experiences with Clothing, pp. 25-28. Todd and Roberts, Clothes for Teens, pp. 100-120. Basic dress and accessories

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Intermediate

Behavioral Outcome Make decisions in buying clothing and accessories in relation to need, use, resources and satisfactions.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)		
The use to be made of the costume and accessories will help determine the style, material, and quality of workmanship desired.	As an extended learning plan a wardrobe for a trip. Describe the plan for the trip, place, length, season, etc. List clothes needed. Shop in person or from catalogue to find costs. Show picture of clothing and advertisements with your plan.	
Accessories can be selected to complement the individual and her costume.	Bring to class different kinds of costume jewelry for exhibit and evaluation in regard to appropriateness for different types of costumes and occasions. If you have any jewelry that you are not wearing, ask the opinion of the class as to when or with what it might be worn.	Jewelry and garments for demonstration.
Information provided by labels is one resource which may assist the consumer in buying clothing and accessories.	Examine labels and discuss their relationship to buying clothing and accessories. Analyze statements and illustrations of clothing and accessories in advertisements. Design a label for a garment made in class that would meet requirement for state and interstate sales.	Labels from garments or simulated labels. Craig, Clothing, A Comprehensive Study, pp. 268; 288. Todd and Roberts, Clothes for Teens, pp. 376-381. Gawne and Oerke, Dress, The Clothing Textbook, pp. 145-149.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Intermediate

Behavioral Outcome Make decisions in buying clothing and accessories in relation to need, use, resources, and satisfactions.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Illustrate situations where the advertisement serves as a helpful resource and those when information is misleading.	Advertisements for clothing and accessories. Craig, Clothing, A Comprehensive Study, pp. 168-169; 364-365. Gawne and Clarke, Dress, The Clothing Textbook, pp. 144-145.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Intermediate

Behavioral Outcome Make decisions in buying clothing and accessories in relation to need, use, resources, and satisfactions.

Generalization	Learning Experiences	Resources for Learning
* The resources available for meeting clothing needs include available goods and services, purchasing power, personal information, ability, time and energy.	Describe a type of store where you would like to buy your clothing and give reasons why you think it is the best place to shop. Divide into buzz groups to list and discuss the kinds of sales sponsored by the stores in the community. Discuss the advantages and disadvantages of these sales. Students regroup and discuss ideas presented by the first group. Find out from a local welfare agency how much money is allowed for clothing a teenage boy or a teenage girl. Work alone or with other class members in planning a suggested wardrobe plan and budget plan. (Specify some basic items in the present clothing inventory of the individual.) Shop for garments in a store or in a mail order catalogue. Compare plans made by members of the class. Suggestions for extended learnings: From your records of clothing expenditures and from conferences with family members, find out what clothing expenditures for you are for a year and decide on your fair share of the family clothing dollars. Take an inventory of your wardrobe and make a plan for use of your share of the family clothing money for a period of time (a season or a year).	Washington Cooperative Extension, When You Buy a Blouse, (Bulletin #2253); When You Buy a Sports Shirt, (Bulletin #279) (20) Welfare Agency Stores and/or mail order catalogues. Inventory forms Forms for a clothing budget Todd and Roberts, Clothes for Teens, pp. 111-119. Household Finance Corporation, Money Management - Your Clothing Dollar, pp. 7-9. (Bulletin) (8)

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textliles and clothing

Area of Concentration: II. A. Selection

Learning Level: Intermediate

Behavioral Outcome: Make decisions in buying clothing and accessories in relation to need, use, resources, and satisfactions.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Assist a sister, brother, cousin or friend in planning her or his wardrobe for the coming season.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. B. Use and care

Learning Level Intermediate or advanced

Behavioral Outcome Appraise the characteristics of a textile product (fabric or garment) in relation to its care.

Generalization	Learning Experiences	Resources for Learning
*The type of care needed for a garment will be determined by the characteristics of the textile, construction, finish, and ornamentation. (1) Characteristics of fabrics result from the fiber used, the method of construction and the finishing processes employed.	Watch demonstrations by the teacher or by students which show reaction of samples of fabrics made from identified fibers to various chemicals and to various conditions--as heat, agitation, acids, alkalines. Examine some garments which show lack of suitable care. In discussion identify the relationship of the experiments and articles in the exhibit to care suitable for garments made from various fibers and finishes. Read one or more references about characteristics of fibers and care of clothes and note characteristics of fibers or finishes which have implications for clothing care. Also make note of any suggestions for handling or for care of a garment made from a fabric composed of fibers of a specified kind or treated with a specific finish.	Swatches of fabric, acids, bleaches, iron, washer, dryer. A wool garment which has been eaten by moth; a white nylon blouse or slip grayed from laundry practices; a wool sweater which was washed in hot water with agitation (might cut an old sweater in half--show differences with two methods of treatment); a cotton garment which has stains from mildew. Craig, Clothing, A Comprehensive Study, pp. 246-262. Gawne and Oerke, Dress, pp. 239-271; 350-351; 356; 363-364; 375-378. Lyle, Dorothy Siegert, Clothing for Young Men, pp. 21-29. (Bulletin for the Home Economics Education Association of NEA) (7) McDermott and Norris, Opportunities in Clothing, pp. 91; 95; 102-103; 114; 116; 120; 122; 124; 146-150.

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PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. B. Use and care

Learning Level Intermediate or advanced

Behavioral Outcome Appraise the characteristics of a textile product (fabric or garment) in relation to its care.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)		Milady Publishing Corporation, Success Insurance in a Man's World, pp. 17-21. (Booklet) (11)
		Todd and Roberts, Clothes for Teens, pp. 375-387.
	Find and examine labels which include information on clothing care which relate to fiber content or finish of a garment.	Labels from garments, fabrics, and advertisements.
	Invite a resource person to speak to the class about care of clothing related to characteristics of fiber, fabric construction, and fabric finish.	Resource person such as home economist with a utility company; a clothing specialist in cooperative extension; a person in a laundry or cleaning business.
	View filmstrip(s) which present information about textiles in relation to care.	Penney, J.C. & Co., Inc., "TLC for Textiles." (Filmstrip and record) (G)
		Penney, J.C. & Co., Inc., "Understanding Today's Textiles." (Filmstrip) (G)
	Investigate clothing care problems of special interest; i.e., how to avoid graying of white nylon; how to avoid static electricity on garments; when and how to use bleach; how to clean grease and soil from collars of dresses, shirts or blouses.	

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. B. Use and Care

Learning Level: Intermediate and/or advanced

Behavioral Outcome: Appraise the characteristics of a textile product (fabric or garment) in relation to its care.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	As a class, compile a chart which sums up suitable care related to fiber content, construction and finish of fabrics. Suggestions for extended learnings: Find additional information about clothing care needs for one or more items in your wardrobe. Try out new ways of clothing care and evaluate them. Identify special care needed for items in your wardrobe. Make a plan for total wardrobe care; use the plan for a period of time and evaluate its effectiveness.	Gawne and Oerke, Dress, pp. 261. (A form for a chart.)

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. B. Use and Care

Learning Level: Intermediate or advanced

Behavioral Outcome: Appraise the characteristics of a textile product (fabric or garment) in relation to its care.

Generalization	Learning Experiences	Resources for Learning
* The type of care needed for a garment will be determined by the characteristics of the textile, construction, finish and ornamentation.	Each student write on a slip of paper the name of an article of clothing or a garment purchased recently and the factors (criteria) which influenced the choice of the item.	
(2) The selection of a textile product is related to the use and care needed and the resources available for providing that care.	Each student interview one customer in a store and ask the customer to tell his or her criteria as selection guides for an item of clothing.	Customers in a store Sales person in a store
	Each student interview one clothing sales person regarding criteria they find customers have most frequently as guides to their selection of clothing.	Interviewees: store customers sales clerks
	Read about Buying Guides.	Craig, Clothing, A Comprehensive Study, pp. 287-310.
	From personal experience and from interviews make a list of common motivations for selections of clothing items. Group the motivations into categories: those related to intended use; those related to care required; those related to resources required for the care of the item; other guides.	
	Discuss the implications of standards of choice related to care required and to resources available for the care, cost and ease of clothing management.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. B. Use and care

Learning Level Intermediate or advanced

Behavioral Outcome Appraise the characteristics of a textile product (fabric or garment) in relation to its care.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page.)	View filmstrip and discuss implications for selection of fabric related to its use.	Penney, J.C. & Co., Inc., "How to Select Fabrics for Garments." (Filmstrip) (G) Penney, J.C. & Co., Inc., Consumer Buying Guides, leaflets for use in in the classroom. (13)
	Invite a resource person to speak to the class about the relation of textile products to use and care of the products and resources needed.	Resource speakers as: a home economist with a utility company; a clothing specialist with cooperative extension; a buyer in a clothing department of a store or specialty shop; or a mother of young children who has experience and "know how" in clothing selection and care of children's garments.
	Develop a shopping guide to provide criteria for the consumer in selections to meet care - use objectives. Have volunteers use the guide. Evaluate and revise the guide on the basis of the buyers suggestions after its use.	

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. B. Use and care

Learning Level: Intermediate or advanced

Behavioral Outcome: Appraise the characteristics of a textile product (fabric or garment) in relation to its care.

Generalization	Learning Experiences	Resources for Learning
*The type of care needed for a garment will be determined by the characteristics of the textile, construction, finish and ornamentation. (3)Buying decisions may be dependent upon resources available, intended use, fabric and garment construction.	Bring garment(s) that were a disappointment. Class or small groups record dissatisfactions. Identify and list most frequent dissatisfaction with clothing purchases. Invite a sales clerk to speak to the class or interview one or more sales clerks about the most frequent reasons for garment returns. Discuss these reasons in relation to intended performance, construction of the garment, and cost of upkeep. Read about consumer decisions related to clothing purchases. Examine magazine and newspaper advertisements and articles that give information about fabric and garment construction which could be useful to the consumer in decisions about purchases in regard to available resources and intended use. Write a description of a successful and/or unsuccessful purchase. Present the case study to one or more class members for their analysis of desirable and undesirable buying practices used by the purchaser.	Sales clerk Craig, Clothing, A Comprehensive Study, pp. 340-353. Magazine and newspaper articles and advertisements

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. B. Use and care

Learning Level Intermediate or advanced

Behavioral Outcome Appraise the characteristics of a textile product (fabric or garment) in relation to its care.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Identify the intended use of garments in a teacher planned exhibit; i.e., clothing items for children, teenagers, and/or adults. Evaluate the suitability of the fabric and the garment construction for its intended use. Discuss features of the garments which require special care; those which are easy-care features. Role play the buying of garment(s) that proved unsatisfactory. Develop score sheet for use in evaluating garments in terms of intended use, fabric, and garment construction. Use the score sheet to evaluate intended use, fabric, and garment construction, and care features of three garments in different price ranges. Write a newspaper advertisement or article that gives helpful information about intended use, fabric, garment construction, and care features which will aid the consumer in making decisions about selection.	Exhibit of garments.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. C. Responsibilities of consumers

Learning Level: Intermediate or advanced

Behavioral Outcome: Accept responsibility for improving standards of clothing products and gaining increased consumer information

Generalization	Learning Experiences	Resources for Learning
*The consumer can improve production and distribution of textiles and clothing by communicating needs, wants, satisfactions or dissatisfactions to the retailer and the manufacturer.	Examine labels and hang tags as to information they give which relates to standards, performance, use, and care.	Hang tags and labels.
	List and discuss ways consumers can be alert to faulty labeling, mislabeling, advertising misinformation and sales schemes, door to door selling, etc.	
The customer's choice of merchandise is a guide to the buyer in gearing the store's spending patterns to the requirements of local demand.	Invite a resource speaker to talk with the class about consumer and retailer responsibilities for consumer protection.	Representative from Office of the State Attorney General, Better Business Bureau or a manager in a store or clothing department.
The consumer may be at fault by failing to state his need accurately, failing to ask questions, not knowing what he is looking for, or neglecting to follow the manufacturer's directions for use and care.	View filmstrip, "The Consumer Decides."	Penney, J.C. & Co., Inc., "The Consumer Decides." (Filmstrip and record) (G)
	Identify ways consumers can inform manufacturers of their dissatisfactions.	
The concerted effort of consumers can bring about improved standards of clothing products and increased consumer protection.	Take action as a consumer by writing to one or more companies either to complain or to compliment them on the labeling of their products. Share any responses with the class for discussion of results.	

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. C. Responsibilities of consumers

Learning Level: Intermediate

Behavioral Outcome: Accept responsibility for improving standards of clothing products and gaining increased consumer information.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Role-play a dissatisfied customer complaining that a garment failed to measure up to the statements on a label. Analyze the situation regarding consumer's responsibility and retailer's responsibility. Create and evaluate a collage or a bulletin board depicting consumer's rights and responsibilities. In summary make suggestions of ways in which concerted effort of consumers can bring about improved standards of clothing products and increased consumer protection.	Penney, J.C. & Co., Inc., Forum, Spring/Summer 1971, "Consumer Behavior," pp. 4-11. (Teacher resource)

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. C. Responsibilities of consumers

Learning Level: Intermediate or advanced

Behavioral Outcome: Make use of available consumer aids and protection in purchasing clothing and fabrics.

Generalization	Learning Experiences	Resources for Learning
*Information provided by agencies and industry through labels, advertising, and sales persons are resources which may assist the consumer in predicting performance of textiles and clothing. Federal laws are in effect that give information and protection to the consumer. The laws fall under various names: Wool Products Act, Textile Fiber Products Identification Act, Fur Products Labeling Act, Flammable Fabrics Act. Laws protect the consumer by requiring that certain information be placed on labels and hang tags. One purpose of labeling laws is to provide the consumer with accurate information about the fiber content and finish of the fabric.	Invite a resource person to speak about how national and/or state standards for clothing and textiles protect the consumer Interview a buyer or sales clerk in a clothing department or shop about the standards for merchandise required by law. Study laws and regulations for textiles and clothing which protect the consumer. Write to appropriate agencies for information about laws and regulations and standards for consumer protection to supplement that available in the teacher's file. (The Wool Products Labeling Act, the Fur Products Labeling Act, The Flammable Fabrics Act, the Textile Fiber Products Identification Act, The Silk Labeling Act.) Find out how industry helps establish standards. Investigate the meaning of such consumer services as: Good Housekeeping Magazine's "Seal of Approval"; McCall's "Use Tested Tag"; Parents Magazine's "Commendation Seal." Discuss the impact of standards and other services on consumer decisions.	Representative from Attorney General's Office, a buyer of clothing merchandise from a store, or a textile expert from a school. Sales clerks or store buyers American Home Economics Association, Textile Handbook, pp. 90-98. Craig, Clothing, A Comprehensive Study, pp. 266-272. Garrett & Metzen, You Are A Consumer of Clothing, pp. 146-165. Gawne and Oerke, Dress, pp. 362. Hatcher and Andrews, Today's Home Living, pp. 382-385. McDermott and Norris, Opportunities in Clothing, pp. 86-88. Todd and Roberts, Clothes for Teens, pp. 376-381.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. C. Responsibilities of consumers

Learning Level Intermediate or Advanced

Behavioral Outcome Make use of available consumer aids and protection in purchasing clothing and fabrics.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Interpret laws and regulations in your own words and discuss implications for the consumer. Give examples of application of laws you studied. (group work) Analyze labels and tags to see if they follow requirements of legislation. (group work) Design a label for a garment following a specific law; i.e., Textile Labeling Act and Wool Labeling Act. Evaluate in relation to the intent of the law. Prepare a 60-second spot announcement for a T.V. or radio announcement or commercial concerning Textile Label information. Evaluate specific ways this information contributes to consumer protection.	Family Economics Review, "Fabric Flammability," June 1971. (U.S.D.A. quarterly) Good Housekeeping Magazine McCall's Magazine Parent's Magazine Sources for information on legislation: Texts listed above. U.S. Government Printing Office and other government agencies (see bibliography, Textile Handbook, AHEA, p. 101.) Additional sources for information about standards and services for the consumer of textiles and clothing: National Bureau of Standards, (U.S. Dept. of Commerce for information) (17) Consumer's Union (for Consumer Reports) United States Standard Institute

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. C. Responsibilities of consumers

Learning Level: Intermediate or Advanced

Behavioral Outcome: Make use of available consumer aids and protection in purchasing clothing and fabrics.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)		State Cooperative Extension (20) American Home Economics Association (7) Various trade associations (see list and addresses in Textile Handbook, AHEA, p. 101.) Various manufacturers of textiles (see list and addresses in Textile Handbook, AHEA, pp. 99-100.)

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society.

Area of Concentration: I. A. Interrelationship of clothing and culture

Learning Level: Advanced

Behavioral Outcome: Identify some world and national, moral, social, and economic developments and formulate ideas about applications to clothing practices.

Generalization	Learning Experiences	Resources for Learning
*Clothing styles are influenced by cultural, economic, and artistic elements or values of a society.	To stimulate interest in the relationship of styles to cultural, economic and artistic values of society, use captions or pictures of clothing with dates of the popularity of the item. Examples: Amelia Bloomer, 1851. (Woman's Suffrage Movement) Bicycle and horseback riding for women (accepted in 1891). Women in sports and business in post World War I years. Early automobiles (with open windows). Women in industry in World War II. World War II and Law L85 (restrictions on amount of material in a garment). The affluent society (post World War II). Discuss meaning of captions or pictures and investigate more fully.	Craig, Clothing, A Comprehensive Study, Parts I, II, & III. Cawrse and Oerke, Dress, Ch. I.
Changing physical, economic, social, political, and psychological environments have contributed to dress and adornment.	From reading find some specific changes in clothing which relate to economic, social, political or psychological influences in former years and at the present time.	Horn, The Second Skin. (Teacher resource) Lester and Kerr, Historic Costume. Life Magazine, Epic of Man.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. A. Interrelationship of clothing and culture

Learning Level Advanced

Behavioral Outcome Identify some world and national, moral, and economic developments and formulate ideas about applications to clothing practices.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Make provision for committee to each do research on the influence of one factor (economic, social, political, psychological) on clothing practices. Share findings with the class by means of charts or other visual presentation.	Payne, Blanche, History of Costume, From the Ancient Egyptians to the Twentieth Century. (Teacher resource)
National emergencies influence style trends. For example, style changes during and after World War II.	Make a list of technological advances, such as heated homes, which have brought about changes in wearing apparel in everyday use, in industrial wear, etc.	Newspapers, news publications, and fashion magazines.
	Assemble illustrations of present day protective clothing. Discuss conditions which have made such clothing necessary as well as technological advances which have made such clothing possible. Use the best pictures and clippings for display purposes.	
Artistic elements of different cultures influence clothing practices.	On a bulletin board arrange a display of illustrations showing different forms of primitive dress. Type short captions under each.	Museum reproductions, photographs, National Geographic, Vogue, and other current magazines.
	Obtain a copy of Life's Epic of Man and observe the evolution of dress of primitive man.	Public library, school library, social studies references, interview people from other countries, etc.
	Using present times as a basis, interpret how economic, political, religious, social and psychological influences affect our contemporary clothing.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. A. Interrelationship of Clothing and Culture

Learning Level Advanced

Behavioral Outcome Identify some world and national, moral, social, and economic developments and formulate ideas about applications to clothing practices.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Invite a teacher and/or other speaker to discuss the ways in which aesthetic elements have influenced clothing practices. Show films or slides depicting such. Identify specific ideas presented by the speaker and/or film and slides which depict the influence of aesthetic elements on clothing. Prepare a bulletin board as a summary of factors which influence clothing styles. Individuals or small groups do research of affects of cultural, economic and artistic elements or clothing practices of a specific country. Present findings to the class through the use of visuals, resource people, skit, etc.	

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society

Area of Concentration: I.A. Interrelationship of clothing and culture

Learning Level: Advanced

Behavioral Outcome: Identify some world and national, moral, social, and economic developments and formulate ideas about applications to clothing practices.

Generalization	Learning Experiences	Resources for Learning
*Clothing selection is affected by the ritualistic aspects of cultural patterns.	Read about cermonial dress and adornment. From personal experience list ceremonies and dress observed. Discuss.	Craig, Hazel T., Clothing, A Comprehensive Study, Lippincott, 1968, Chapters 1 & 9, pp. 160-166.
Various items of ceremonial dress and adornment affect clothing selection.	Make up a pictorial scrapbook or bulletin board display of clothing typical of the following people, and discuss why a specific mode of dress or adornment was adopted: American Indian Bullfighter Convict Cowboy Eskimo Nehru Justice of Supreme Court Lawrence of Arabia The Pope	Forecast for Home Economics, "Fashion and Dress: Clothing Symbolism". Co-Ed Kit #4634. (III) Gawne & Oerke, Dress, pp. 12-19. Penney, J. C. & Co., Inc., "Clothing Communicates." (Filmstrip and record) (G)
One's role in society may be identified by that individual's dress.	Show transparencies or pictures of fashion which identify individual roles.	3M Company, Interrelations of Clothing with Behavior Roles and Values, (Transparencies) (L) Examples and/or pictures of dress that identify an individual's role in society.
Customs and traditions influence the type of ceremonial, clerical, and military dress.	Illustrate how customs or tradition influenced one or more of the following: Academic attire, dress for the clergy, formal dress, wedding attire, sports clothes. Illustrate an appropriate costume for a particular role in a play.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society

Area of Concentration I. A. Interrelationship of clothing and culture

Learning Level Advanced

Behavioral Outcome Identify some world and national, moral, social, and economic developments and formulate ideas about applications to clothing practices.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Show possible shift of roles during the day and the relationship of clothing to them. Write a paper on impressions gained from this study. Organize a student panel to discuss pros and cons of school dress code, uniform dress in private or parochial schools, uniforms in the armed service, and their effect upon the individual and his or her place in society.	

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society.

Area of Concentration: I. B. Social and psychological aspects of clothing.

Learning Level: Advanced

Behavioral Outcome: Interpret the effect of clothing upon prestige, acceptance and self-confidence.

Generalization	Learning Experiences	Resources for Learning
*Clothing is a cue to personality; it conveys an impression of what the individual is, does, and believes.	From a list of words on a display board which describe different personalities, find examples of clothing selection or clothing practices which relate to personality characteristics. Identify ways in which clothing conveys an impression of personality characteristics of individuals. Write a description of someone you see but do not know. Read the description aloud and notice references to clothing. Tell your impressions of the person, revealed by the clothing worn. Analyze your own reactions to criticism and compliments regarding your appearance and clothing. Examples: "That color is very becoming to you." "You really look nice today." "Did you know that you have a run in your stocking?" "What happened to your hairdo?" In small groups make suggestions of ways to bolster one's self confidence through clothing practices. Evaluate the suggestions of another group.	Craig, Hazel T., Clothing, A Comprehensive Study, pp. 160-175. Craig, Hazel T., Thresholds to Adult Living, pp. 125-128. Gawne & Oerke, Dress, The Clothing Textbook, pp. 12-21. Horn, The Second Skin, pp. 88-154. (Teacher resource)
Clothing often reflects social stratification because attitudes and clothing practices may differ	Describe items and find illustrations (articles or pictures) of clothing which you associate with various economic levels, racial or ethnic	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. B. Social and psychological aspects of clothing.

Learning Level Advanced

Behavioral Outcome Interpret the effect of clothing upon prestige, acceptance and self-confidence.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page) at the various socio-economic levels.	backgrounds, occupations, ages.	
	Select a picture of an individual whom you admire and describe how the clothing reflects some qualities you admire in the person.	
Clothing becomes a less reliable indication of social class or economic status as similar kinds of clothing become increasingly available to all persons.	Evaluate the pros and cons of "clothes make the man."	
Clothing may help the individual to make adjustments when changing from one role to another and to attain success in that role -- in the social and business world.	Evaluate the ways in which you think your wardrobe will need to be modified by your changing role from high school to a job; high school to further education; high school to homemaker.	

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society.

Area of Concentration: I. B. Social and psychological aspects of clothing.

Learning Level: Advanced

Behavioral Outcome: Interpret the effect of clothing upon prestige, acceptance and self-confidence.

Generalization	Learning Experiences	Resources for Learning
*Clothing and decoration function to convey the individual's moods and feelings to others.	Identify feelings conveyed by adults and teens in pictures from current magazines and newspapers which show a variety of moods of businessman, stage actor, mourner, member of a wedding party, nurse, celebrity, etc. Discuss how clothing communicates moods and feelings.	Pictures on bulletin board.
	Using the outline of a body drawn on paper, each student illustrate clothing which he thinks fits a specific mood. Class attempt to identify moods illustrated by others.	Body outline (duplicated) of a "neuter" figure (can be man, woman or child--whatever student desires.)
	Select pictures from magazines which convey specific moods to others, through clothing.	Pictures from current magazines and newspapers.
	From personal analysis select one mood you consider typical of yourself and one which is atypical. Decide on clothing which will express each mood. Share clothing plans in small groups for student evaluation of how well each has conveyed specific moods through choices of clothing.	Gawne & Oerke, Dress, pp. 12-35. Horn, The Seond Skin, pp. 88-154. (Teacher resource) Kefgen & Touchie-Specht, Individuality in Clothing Selection & Personal Appearance, pp. 10-20, 93-114. (Teacher resource)

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. B. Social and psychological aspects of clothing

Learning Level Advanced

Behavioral Outcome Interpret the effect of clothing upon prestige, acceptance, and self-confidence.

Generalization	Learning Experiences	Resources for Learning
*Clothing for young children can be a means to help develop self-confidence and independence.	Review stages of development of young children by means of a chart, transparencies or other ways of highlighting some developmental stages of children.	3M Company, Growth and Development Patterns (Transparencies) (L) Brisbane, The Developing Child, pp. 181-186, 271-273. Shuey, Woods and Young, Learning About Children, pp. 111-113, 200-204.
Understanding developmental stages of the young child is useful when selecting clothing for children.	Discuss activities of 2, 3, 4, and 5 year olds and relate these to clothing needs and practices of children.	
Functional design of children's clothing may contribute to independence.	Visit playschool, pre-school or kindergarten and observe types of clothing worn by 2, 3, 4 and 5 year olds; the reactions of the children to clothing; how they and adults manage clothing of the child.	Gawne & Oerke, Dress, pp. 286-311. Rathborne & Ahern, Fashions & Fabric, pp. 422-436. Washington Cooperative Extension, Buying Children's Clothing. (Bulletin #46) (20)
	From the observation identify ways a child is hindered or helped by his clothing.	What's New in Home Economics, "Tots Wear Fashions That Teach," XXXV, (Jan. 1971), pp. 6-7.
	Discuss how clothing can help a child in development of self-confidence and security.	Teacher resources: Kefgen & Touchie-Specht, Individuality in Clothing Selection and Personal Appearance, pp. 337-353.
	Have a committee invite 3 or 4 mothers of pre-school children to present concepts regarding type of clothing suited to various stages of	Ryan, Clothing: A Study in Human Behavior, Ch. 10-13.

PLAN FOR GUIDING LEARNING

Major Concept: I. Significance of textiles and clothing to the individual in society.

Area of Concentration: I. B. Social and psychological aspects of clothing

Learning Level: Advanced

Behavioral Outcome: Interpret the effect of clothing upon prestige, acceptance, and self-confidence.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	growth and development and the role of clothing in helping a child develop self-confidence and independence. Ask questions of the panel. Bring to class examples of children's clothing which illustrate such features as: self-help, growth, durability, attractiveness, comfort, ease of care. Share with class reactions of children to items of clothing similar to those brought to the class. Following the panel presentation and examination of garments brought to school, prepare a guide sheet for use in selection of clothing for children for various ages and activities. (Include self-help, comfort and growth features as well as easy care features.) Visit a store and use the guide sheet as an aid in selecting articles of children's clothing for a specific age, activity, or purpose. Prepare an exhibit of clothing for class evaluation. If a need is indicated, revise the guide sheet to make it more useful.	Teacher Resource: Tate and Glisson, Family Clothing, pp. 254-256. Articles of clothing brought from home or borrowed from a store.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. D. Textiles and Clothing in the Economy

Learning Level Advanced

Behavioral Outcome Appraise the effect of production and distribution of clothing and textiles on the consumer

Generalization	Learning Experiences	Resources for Learning
*Methods involved in the production and distribution of fabrics and clothing influence the quality, cost, and availability to the consumer. Quality and availability of fabrics and clothing influence the cost. Designers and manufacturers determine what is available to the consumer.	View film, "Passport to Fashion," or other visual which presents the fashion industry. Discuss the meaning of "fashion" and the evolution of the fashion industry. As a class, compile a list of steps or processes in which industry must be involved before a fashion is available to the consumer. (For example: textile production, designing, advertising, retailing). In groups select one of the steps or processes listed and find information about it. Report findings to the class. Use some visual aids to help in interpreting the information.	Ship 'n' Shore, "Passport to Fashion." (20 min. color film available from Oregon Audio-Visual Services). (F) Arnold and White, Clothes and Cloth: America's Apparel Business, Holiday House, New York, 1969. (Teacher Resource) Craig, Clothing: A Comprehensive Study, pp. 104-135. East and Wines, Fashion Your Own. Healey. You're Better Off Naked, Avon Book Division, The Hearst Corporation, New York, 1962. (Teacher Resource) Horn, The Second Skin, pp. 341-376. (Teacher Resource) Jarnow and Judell, Inside the Fashion Business. (Teacher Resource) McDermott and Norris, Opportunities in Clothing, pp. 151-162. Potter and Corbman, Textiles: Fiber to Fabric.

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. D. Textiles and Clothing in the Economy

Learning Level Advanced

Behavioral Outcome Appraise the effect of production and distribution of clothing and textiles on the consumer

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page) The textile and clothing industry is affected by consumer response to their products.	Make a survey of the class to find out at what types of stores students shop and from what type of store the majority purchase clothing.	Penney, J. C. & Co., Inc., FORUM, "Consumer Behavior - What Influences It?" Spring/Summer, 1971, pp. 6-7, 14-15, 18-19.
Fashion values may be more important than economic values to the consumer.		
Producers and distributors adjust the quality of clothing merchandise to the amount of money consumers will spend.	Study the stores where students purchase items of textiles and clothing most frequently to analyze their consumer satisfactions related to quality, cost, and availability of merchandise.	Penney, J. C. & Co., Inc., FORUM, "The Role of Consumer Education," Fall/Winter, 1968, pp. 16-21. (Teacher Resource)
	Invite a resource person in the retail clothing business to speak to the class about the effect of production and distribution on the consumer.	Resource person from a retail store to talk on selling related to consumer practices in buying.
Mass production has affected the standards in ready-to-wear garments.	Through discussion of presentation of speaker and from other class experiences, assess the influence of methods of production and distribution on the quality, cost, and availability of fabrics and clothing to the consumer.	Jarrow and Judell, Inside the Fashion Business. (Teacher Resource)
	View filmstrip, "Consumer and the Market Place."	Institute of Life Insurance, "Consumer in the Market Place." (Filmstrip) (E)
	After seeing the filmstrip, make a device for evaluating garments to serve as a guide to buying.	

PLAN FOR GUIDING LEARNING

Major Concept I. Significance of textiles and clothing to the individual in society.

Area of Concentration I. D. Textiles and Clothing in the Economy

Learning Level Advanced

Behavioral Outcome Appraise the effect of production and distribution of clothing and textiles on the consumer.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Assemble a variety of garments of one type. Use the device prepared by the class to evaluate the garments in regard to such factors as: brand name, cost, construction techniques, fashion, quality of material and trim, where found, etc. Each student select a garment he or she would purchase and explain reasons for the choice. Draw conclusions related to effect of mass production on quality, availability, cost, etc. State generalizations to summarize (1) the influence of buying practices of teenagers on the market and (2) the effect of production and distribution of clothing on the consumer.	(Continued from preceding page)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Advanced

Behavioral Outcome Analyze personal and family values and goals in regard to clothing

Generalization	Learning Experiences	Resources for Learning
*Choices made in the selection and use of clothing are influenced by individual, family, and peer group value patterns and the relative importance of various clothing goals.	On a display board use a large caption: Clothing Goals are Established by the Individual's Total Environment.	Bulletin board - actual garments or pictures of garments.
Clothing goals are established by the individual's total environment: economic, physical, climatic, social, and aesthetic.	Have subtitles of: Economic Physical Climatic Social Aesthetic	Sturm and Grieser, Guide to Modern Clothing, pp. 129-135. Horn, The Second Skin, pp. 69-84; 418-421.
Available resources i.e., time, energy, skills, money, influence the type of clothing goals selected.		
Clothing goals change with varying social, family, and individual life patterns: i.e.; Changes in fashions, Age and maturity of the individual, Stage in the family life cycle, Individual, family and local and national economy. Mobility of family, Role changes (student to employee to mother or father, to career, to grandmother or grandfather).	From actual garments or pictures of garments, find an article which relates to each of the five environmental factors listed above. In groups of two or three, explore clothing needs of a family in a specific case situation. List feasible clothing goals for the case family based on the five factors listed above. Compare values identified for each family situation studied. Identify resources available to each family for meeting their clothing needs.	Gawne and Oerke, Dress, pp. 312-317. Case situations of families.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Analyze personal and family values and goals in regard to clothing

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Each group investigate how the family studied can manage resources to achieve goals. Make recommendations for management of resources. Evaluate suggestions made for family management of clothing resources. Illustrate (with pictures of outer clothing) meeting clothing needs of an individual for a specific suitation of your choice, such as: a man or woman, boy or girl, around the clock needs--in a cold climate; in a hot climate. a man or woman--around the clock--in a high fashion community. a male or female--an example for each stage of the life cycle. Examples for youth and age. Role changes--from student, to employee, to homemaker, to mother or father, to career, to grandmother or grandfather. Share your illustrations with the class for the evaluation of your choices by fellow students.	Teacher Resources: Horn, The Second Skin, pp. 415-421. Tate and Glisson, Family Clothing, pp. 2-36;117-347.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Analyze fabric characteristics and make selections in relation to performance for the intended use

Generalization	Learning Experiences	Resources for Learning
*The suitability of a fabric for its intended use is dependent upon the nature of the textile, its design, construction, and finish. Fabrics differ in quality, fiber, construction, and finish. The performance of a fabric is dependent upon its fiber, construction and finish. Finishes may be applied to fabric to produce and control desired qualities. The finished fabric will give more satisfactory service when the characteristics of the fabric are compatible with intended end use. Some characteristics of fibers may not be retained in the finished fabric if blended or combined with other fibers or modified during some stage in the manufacturing process. The selection of a textile product is related to the use and care needed and the resources available for providing that care.	As introduction to this study and as review of textiles, select a piece of fabric and for it choose a garment to construct from the fabric. Present your choice to the class and defend it for class appraisal. As a review and pre-test, define textile and clothing terms from a given list. Use the words in sentences to show your understanding of the concepts. Participate in a class discussion regarding the meaning of the terms. Look up meaning of terms you are not certain about and those you wish to investigate further. (Lists as a guide are found in Craig, Clothing, A Comprehensive Study, p. 270 and Gawne and Oerke, Dress, p. 390. Through examination of fabrics, labels, advertisements, and through reading, review factors which affect appearance and performance of a fabric. For example: view transparencies of weaves and look at weave structures, experiment with draping fabric, perform experiments as an aid in review of characteristics of fibers. Prepare a chart which highlights performance characteristics of fibers.	Craig, Clothing, A Comprehensive Study, pp. 244-271. Ellett, Textiles for Teens, pp. 52-58. Gawne and Oerke, Dress, pp. 265-273, 341-435. McDermott and Norris, Opportunities in Clothing, pp. 83-150. Bolts of fabric from a department store or fabric shop and/or other fabric lengths. Fabric samples of various weaves. Labels from fabrics and garments. Transparencies of weave structures. Case illustrations for specific clothing need situations. Pictures from fashion magazine such as Vogue.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Analyze fabric characteristics and make selections in relation to performance for the intended use.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Investigate one fabric finish or process in making the cloth which affects appearance or performance of the fabric.	Celanese Fibers Marketing Co., Guide to Home Laundry. (Pamphlet) (5)
	Share results of investigation with the class, together with illustrations of fabric so treated and consumer protection provided through government regulations or laws.	Maytag (10) Maytag Encyclopedia of Home Laundry. (Booklet) Wash-In or Wash-Out Laundry Tips. (Pamphlet)
	Identify ways in which fiber characteristics may be changed or modified through the making of cloth or by means of a finish.	
	View stain-repellency demonstration.	Proctor and Gamble, Laundry. (Pamphlet) (15)
	Conduct stain removal experiments relevant to needs; i.e., mascara, lipstick, etc.	
	Conduct experiments with laundry of garments.	Washington Cooperative Extension, Today's Soaps and Detergents. (Bulletin #36) (20)
	Evaluate the results of the stain removal and laundry experiments in relation to fiber content and finish of fabrics used.	Removing Stains from Garments. (Bulletin #62) (17)
	Conduct price comparison on care costs of similar garments; i.e., blue denim jeans vs. leather jeans; machine washable raincoats vs. silk raincoat; white wool dress vs. white polyester dress.	
	Conduct cost analysis of a washeteria vs. dry cleaning establishment.	

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and uses of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Advanced

Behavioral Outcome Analyze fabric characteristics and make selections in relation to performance for the intended use

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Working alone or with a partner, select a fabric from a variety of choices (fibers, fiber blends, finishes, weaves) suitable for a garment to meet a specific need; i.e., a winter coat for 20° below zero weather, a play garment for a child, a formal for a governor's wife, etc. Justify your choice of fabric, fiber, finish, weave, on basis of knowledge gained from unit study. Teacher cut from fashion magazines pictures of garments together with the suggestions for functions of the garment given by the designer for fabric(s) suitable for the garment, with reasons for the suggestions made. Give each student one fashion picture in an envelope. In a second envelope put the suggestions made by the designer. Examine the picture of the design, make your own suggestions for function and for fabric with justification for fabric choice. Compare your suggestions with those made by the designer. Evaluate the suggestions (yours and those of the designer) with a few members of the class.	Pictures from fashion magazine such as Vogue and suggestions of designer for use(s) of garments and for fabrics suitable to the design and to recommended uses. Teacher Resources: American Home Economics Association, Textile Handbook. Horn, The Second Skin, pp. 408, 413. U. S. Printing Office, Fibers and Fabrics. (Department of Commerce Bulletin) (17)

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Advanced

Behavioral Outcome Judge quality, suitability and durability of garment construction.

Generalization	Learning Experiences	Resources for Learning
*Consumers are able to evaluate factors in choosing ready-to-wear clothing when they are familiar with construction techniques.	Examine garments and identify construction features which will be durable and contribute to appearance, style, and fit; those construction features which are of poor quality.	A variety of garments which illustrate good and poor quality of construction.
The suitability of an article for its intended use is dependent upon the construction techniques.	Read in a text about desirable construction features and what to look for in a garment of a given type.	Craig, Clothing, A Comprehensive Study, pp. 133, 287-311.
The durability of construction relates to the use of the article.		Gawne and Oerke, Dress, pp. 160-205.
		McDermott and Norris, Opportunities in Clothing, pp. 194-230.
The weight and application of interfacing is related to type, style, and quality of a garment.	As a class research interfacings and their use. Construct various types of collars using different interfacings for each collar to discover the suitability of the interfacing for a specific use.	Collar patterns and interfacings of various weights and kinds.
	Analyze the finished collars and identify the interfacing most suitable for a specific use.	
Linings and underlinings serve specific purposes in determining appearance and lasting qualities of a garment.	Examine garments which have linings and/or underlinings. Discuss desirable and undesirable qualities.	Garments which have linings and/or underlinings.
	Share experiences you have had or observed in regard to linings and underlinings.	

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Judge quality, suitability and durability of garment construction

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Prepare criteria for use of a consumer shopping for a coat, jacket or tailored dress.	A comparison shopping mini-packet prepared by the class.
	Do a comparison shopping study and appraise garments according to the criteria established by the class.	A clothing store for field trip or for individual comparison shopping.
	Complete an article or a garment which requires a lining.	Coats and Clark's, Sewing Book, Newest Methods from A to Z, 1970, new and revised edition.
	Evaluate the suitability of the lining and its use in the project.	A teacher-prepared form for evaluating the project.
	As a test, select from a group of lining and underlining swatches those suitable to be used for given fabrics.	Practical test prepared by the teacher.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Make decisions in management of the family's clothing considering family clothing values and goals and use of resources.

Generalization	Learning Experiences	Resources for Learning
*Factors involved in making clothing decisions include one's needs and desires, family composition, stage of the life cycle, resources, stage of the fashion cycle, mobility of people, climatic conditions and social environment.	Students view film "Four Families" part I and part II. Discuss the differences in families shown in the film which would influence decisions regarding clothing management for the family.	"Four Families," Parts I and II, available from audio visual services at the University of Washington (K) and at Central Washington State College. (C)
	Read circular, Family Life Cycle.	Oregon Cooperative Extension, Frasier, Family Life Cycle. (Circular #709) (12)
There are differing needs for clothing at various stages in the family life cycle.	List the stages in the family life cycle.	
	In discussion relate clothing needs to each stage in the life cycle.	
	Develop family case studies which show some specific situations in each family. (ages and roles of family members and clothing needs and/or problems). Analyze the situations in regard to clothing needs. Identify specific clothing needs and develop a plan for meeting needs.	
	Discuss solutions suggested by the class. Evaluate them and sum up the ideas by stating generalizations.	
	Examine family budgets at three income levels in Craig, Clothing, A Comprehensive Study, p. 345.	Craig, Clothing, A Comprehensive Study, pp. 344-345.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Make decisions in management of the family's clothing considering family clothing values and goals and use of resources.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Study these to find out the percentage of income which was spent for clothing. Discuss implication of differences; i.e., possible effects of family goals on clothing expenditures; possible effect of basic needs vs. wants on expenditures; value on conservative vs. high style clothing, etc.	U.S. Government Printing Office, Clothing the Urban American Family; How Much--for Whom?, BLS Report, (Dept. of Labor Bulletin 238-16) (17)
The stage of the fashion cycle (rise, culmination, and decline) may influence the consumer's decision to buy; i.e., the value placed on high style or lower prices.		Garrett and Metzen, You Are A Consumer of Clothing, pp. 76-95. Craig, Clothing, A Comprehensive Study, pp. 347-352.
The availability and use of resources for achieving clothing goals are related to the allocation of resources to other individual and family goals.	Describe a case situation with family income, roles, and stages in life cycle identified for each member. Decide on the amount of family income which can be allocated to clothing management. Discuss various factors which will determine total clothing budget and the "share" for each member. Describe a family situation involving an unusual circumstance and/or emergency involving certain clothing needs. Make a plan for meeting these needs. Discuss your plan with others in the class.	

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Make decisions in management of the family's clothing considering family clothing values and goals and use of resources.

Generalization	Learning Experiences	Resources for Learning
(continued from preceding page)		
Mobility of people may influence clothing needs and choices. (i.e., military, travel, transients.)	Bring pictures showing the mobility of people and discuss the various reasons for mobility and its effect upon the family clothing needs.	Pictures of people "on the move."
Climatic conditions have an influence on clothing decisions; i.e., people living in warn climates may have more clothing that is less expensive while person's living in colder climates may have fewer clothes that are more expensive and more durable.	Discuss differences climate can make in clothing needs.	
Social environment is to be considered since persons who are active socially require clothing for special occasions.	From a display of pictures of people who are socially prominent, discuss their clothing goals as shown by pictures in news reports. Make suggestions for a wardrobe for a person in a specific situation, such as: a member of a mobile family a person in a damp, humid climate a person in a frigid climate a socially prominent person Present suggestions to the class for discussion and evaluation.	Pictures of socially prominent people and/or news articles about them.

PLAN FOR GUIDING LEARNING

Major Concept: II. Acquisition and use of textiles and clothing

Area of Concentration: II. A. Selection

Learning Level: Advanced

Behavioral Outcome: Make decisions in management of the family's clothing considering family clothing values and goals and use of resources.

Generalization	Learning Experiences	Resources for Learning
*Planning the use of resources available in securing the caring for clothing may conserve these resources.	Invite a business person in the community to discuss "ways better business practices can help the person who buys and the person who sells."	A business man or woman
Surveying and evaluating the use of resources available for securing and caring for clothing may assist in the management of the family clothing needs.	Through reading, interviews, or listening to speakers investigate specific aids offered to the consumer from various sources such as: Better Business Bureaus, testing bureaus, trade associations, gov. organizations, colleges and universities, and other community service agencies.	Interviewees from the community
	Find out from older persons experienced in managing income and/or people of different ages and circumstances how they feel about the use of credit cards, installment buying, charge accounts, etc., for clothing purchases. Interview 3 or 4 men and women. Report the findings to the class and compare the results. Discuss in terms of your individual value systems.	Garrett and Metzen, You Are A Consumer of Clothing, pp. 130-165. Consumer Reports magazine Moneysworth Consumer's Research Bulletin Changing Times magazine Speakers from community or government organizations.
Resources (human and non-human) influence decisions in relation to: whether to buy ready-made clothing, make own clothing or both; amount and kind of clothing to buy.	Examine some articles or garments in order to decide whether you would buy or make a specific item. Share your decisions with the class and give the reasons you would make or purchase.	Garments and articles of clothing brought to class by the teacher.

PLAN FOR GUIDING LEARNING

Major Concept II. Acquisition and use of textiles and clothing

Area of Concentration II. A. Selection

Learning Level Advanced

Behavioral Outcome Make decisions in management of the family's clothing considering family clothing values and goals and use of resources.

Generalization	Learning Experiences	Resources for Learning
(Continued from preceding page)	Compile a list of the personal resources for clothing construction--students indicate the resources they do and do not possess.	
	After reading one or more references add to the list of resources available to you, a manager of clothing and group in categories; i.e., such resources as talent or skill, equipment, time, buying guides, money.	Craig, Clothing, A Comprehensive Study, pp. 287-310; 340-352. Garrett and Metzen, You Are A Consumer of Clothing, pp. 28-43.
	As individuals and working in pairs investigate one resource (other than one's own talent or skill) available to the consumer in making decisions about the family's clothing.	Sturm and Grieser, Guide to Modern Clothing, pp. 129-134. Tate and Glisson, Family Clothing, Ch. 1-3. (Teacher resource)
	Working from a record of your clothing expenditures (or a careful estimate) and a wardrobe inventory make a budget for your clothing expenditures for a period of time like two to three months or 1 year.	A clothing expenditure record form A clothing inventory form A clothing budget form
	Discuss the plan with one or more members of your family for evaluation and revision.	

III. CLOTHING CONSTRUCTION

This section of the guide was written through the cooperative efforts of a group of home economics teachers enrolled in a summer school course of Washington State University with Dr. Mignon Perry, Chairman of Clothing, Textiles and Interior Design, Miss Joane Wohlgenant, Assistant Professor and staff members of the Coordinating Council for Occupational Education.

It is the belief of this group that there are fundamental concepts to be used in solving probelms by those who make their own clothing. Therefore, this part of the guide develops FIVE BASIC CONCEPTS: COMPATIBILITY, FITTING, FLEXIBILITY, STABILIZING AND SHAPING. The concepts and related generalizations are based on those outlined by the home economics teachers in the summer school course. Selected generalizations emphasize information needed to judge when and why a certain construction technique should be used. Additional generalizations dealing with other construction techniques and organizing of activities for sewing are needed to adequately teach clothing construction.

The scope and sequence chart included in this part of the guide is based on difficulty or complexity of construction techniques or processes, rather than the three levels of maturity used in the rest of the guide. Not all techniques listed under a level will necessarily be taught. If the first experience in clothing construction is at the ninth grade, consider LEARNINGS AT LEVEL I AND II. Other facts to consider in determining sequence, besides the locigal development of a skill based on difficulty, is the "readiness" of pupils for learning, such as eye-hand and eye-eye coordination, ability to reason in abstracts and see relationships, and previous experiences in sewing outside the homemaking program.

The LEARNING ACTIVITIES given in the guide for each set of generalizations are EXAMPLES to show how they would apply to specific construction techniques. Additional activities will need to be planned by the teacher to achieve complete learning.

The philosophy reflected here is that in teaching clothing construction, the methods used to help students develop generalizations about processes, techniques and management is more important than the end product. Emphasis has been placed on teaching toward development of GENERALIZATIONS, INDIVIDUALIZING INSTRUCTION, and DECISION MAKING as an integral part of constructing a garment.

* SEQUENCE OF CLOTHING CONSTRUCTION TECHNIQUES

LEVEL I

1. Operating a sewing machine
2. Straight machine stitching
3. Recognizing correct machine stitching (tension, length of stitch)
4. Determining grain (lengthwise, selvage, crosswise, bias)
5. Pressing with the grain
6. Simple machine hem and hand hem
7. Finishing a row of stitching (back-stitching)
8. Button application (by hand)

LEVEL II

1. Stay stitching
2. Curved seams
3. Understitching
4. Plain seams
5. Snap and hook and eye application
6. Follow seam guides
7. Machine basting
8. Gathering
9. Pinning and cutting techniques
10. Waist band

LEVEL III

1. Commercial patterns
2. Preparation of fabric
3. Grain perfection
4. Darts - tucks
5. Pattern layout
6. Markings (transfer of)
7. Facings
8. Zipper
9. Hem finishes
10. Collars
11. Set-in sleeves
12. Button holes (machines)
13. Interfacing
14. Trims
15. Pressing
16. Clipping & grading seams

LEVEL IV

1. Fitting
2. Alterations of a garment
3. Bias Seams
4. Seam finishes
5. Underlinings
6. Linings
7. Nap fabrics
8. Preparation and cutting of special fabrics (naps, plaids, wools)
9. Pressing special fabrics and finishes

** LEVEL V

1. Hand worked and bound buttonholes
2. Fitting alteration (shell)
3. Interfacing
4. Hand-pick zipper
5. Stretch and knit fabrics
6. Matching designs
7. Hand details
8. Special types of seams and finishes
9. Special pressing techniques
10. Lining

* Note--This part of the guidelines use a different form.
** No learning experiences are developed for LEVEL V.

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. A. COMPATIBILITY

Concepts and Generalizations:

Compatibility is the perceived congruity of the personal characteristics of the individual, style in relation to materials, and expectation of a garment by each observer.

A. The degree of compatibility of a garment is determined by the interrelationship among style (or pattern), fabrics, notions, and construction.
B. The perceived compatibility of garment parts is the effect of the combined garment variables in relation to personal expectations.
C. Increased awareness of the components of compatibility increases expectations.

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Emphasis-COMPATIBILITY (A and B): Interrelationship of notions to fabric and personal expectations. Examine five ready-to-wear garments similar to project to be constructed to see how the trimming, buttons, and stitching affect an individual's feelings about the garment. Discuss the feelings of class members. Why did some like certain combinations and others not like the combinations. Consider why the type of trimming and buttons not only need to fit the personal expectations of an individual, but should also meet certain characteristics of durability and ease of care.	→	Emphasis-COMPATIBILITY (A): Interrelationship of style of garment, fabric, and construction process. Analyze sample garments made from the same pattern but different type of fabrics to see how the appearance of the garment was affected by use of different fabrics. Discuss the effect of weight and texture of fabric on the appearance of the garment. Examine several ready-made garments to see how each have been constructed. Look to see number of pattern pieces necessary for the type of dress, if tucks or pleats are used, and how the dress hangs from the floor. List the characteristics of fabric, style and construction.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. A. COMPATIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
In teams of two, select buttons and/or trimming plus thread for pattern and sample of fabric supplied by the teachers. Explain the reason for choices. List the expectations desired in buttons, trimming and thread for own project. Use the list of expectations to select the notions for your project.		process that makes these parts compatible. Use pictures of garments from a mail order catalogue and select fabric samples from the scrap box that you believe achieves the best compatibility between fabric and construction processes needed for the type of garment. Explain the reasons for your choice. Examine sample fabrics which are suggested on a pattern envelope. Explain why the pattern company recommended certain fabrics for the garment style. Select your pattern for class project. Collect some fabric samples you would like to use to make the garment. Evaluate fabrics' compatibility with style and construction processes required. Decide upon which fabric to purchase for the garment.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. A. COMPATIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Emphasis-COMPATIBILITY (B and C): →	
		Personal characteristics of the individual, style in relationship to materials, and expectation of a garment by each observer. →	
		Handle fabric samples with your eyes closed. Verbalize the feelings the fabric gives you such as it flutters; it swishes; it is hard; it is flimsy; it is soft. Explain why the fabric felt as you described it.	
		Group fabric samples according to how they might be used. Explain reasons for your grouping. Re-group fabric samples to show other ways each fabric might be used.	
		Drape the fabric samples on yourself which suggest ways of using the fabric. (i.e., scarf, formal, hot pants, tie.)	
		Work with a partner and view fabrics draped, gathered and folded from full length of	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. A. COMPATIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		the room. Write one word describing your first feeling. Now, move closer, unfold fabrics and record your feelings. Discuss how the design created different feelings with different treatment of fabric. Drape fabrics which have a design on a partner by gathering, folding, or pleating. Determine where the seam might come if a garment were made from the fabric and analyze what might happen to the design. Select a pattern for the sample fabric given to you by the teacher. Tell why you chose the style of garment you did for the fabric. Collect a sample of fabric for your own project. Use the pattern books to find the style of garment that will compliment your fabric design and texture.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. B. FITTING

Concepts and Generalizations:

Fitting is the adjustment of the garment to the size and shape of the individual. It is the process of making a flat, pliable fabric conform to the curves and bulges of the body.

A. A well-fitted garment is comfortable, adaptable to the body in motion, and enhances the body.
B. The fit of a garment will vary with style, fashion, function of the garment and with personal perferences.
C. The finished, well-fitted garment presents a unified picture and is free of structural wrinkles or gaps between parts.
D. Fitting problems arise from off-grain fabrics, errors in cutting or construction, figure irregularities, and/or poor choice of size of pattern for the particular figure.

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Emphasis-FITTING (A and B): FITTING in terms of body shape, style, function, and choice of pattern size. Study pictures of garments similar to the one to be constructed to visualize how it needs to fit to be both comfortable and adaptable to the figure. Discuss how clothes need to have social-psychological and physical comfort. Find pictures of garment styles that express the feeling of belonging and which reflect fads. Analyze each picture to decide which would require fewer alterations to produce comfort and appearance desired. Discuss why the tightness and looseness in garments vary with style of garment,	Emphasis-FITTING (D): FITTING is the adjustment of the garment to the size and shape of the individual. View slides or pictures depicting poorly fitted garments. Discuss why the garment does not present a unified picture. (i.e., It has wrinkles or gaps). Analyze the fit of a "sample" garment on the figure of one of your class members for grain line, ease of movement, and function of garment. Discuss fitting characteristics such as fall of fabric, freedom from wrinkles, accuracy of construction to plumb seamline, comfort or ease of fit and enhancement of figure.

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. B. FITTING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		fabric and personal preference. Decide the amount of ease needed for the kind of garment to be constructed. Discuss why the bust and hip measurements are essential measurements to take before deciding upon size of pattern to buy. Answer the question: When is it necessary to take measurements for length of garments from shoulder to waist and shoulder to full length of dress? Take essential measurements of the body and compare in relation to measurements of the pattern. Discuss these measurements with teacher to decide upon the amount of ease needed to be allowed for type of garment and determine pattern size to pattern size to purchase. With the help of the teacher, make necessary alterations in pattern before cutting out garment.	Bring one garment to class which does not fit you very well. Analyze fitting problems of garment with the help of your teacher. Study ways to alter garment for a better fit. Make the alteration as your extended learning.

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. C. FLEXIBILITY

Concepts and Generalizations:

FLEXIBILITY is the quality of pliability and adaptability, of extensibility (or stretch) and resiliency of a material, and is influenced by fiber, yarn, fabric construction, and finish of the fabric.

A. Characteristics of fabrics which affect flexibility.
   1. In a woven fabric warp thread usually are stronger and more numerous per inch than weft or crosswise threads; therefore,
      a. greater extensibility occurs in the crosswise direction than in lengthwise as the threads are less restricted in both their vertical and horizontal movement.
      b. a greatest degree of stretch is in the diagonal direction as the force of the pull is not along the length of any yarn. (Force or fall distorts the threads from the right angle construction and extension of fabric occurs.)
      c. the warp yarns tend to hang perpendicular to the floor, i.e.,
         1) skirts cut on the lengthwise threads hang straight and closer to the body.
         2) full, gathered, or pleated skirts cut on lengthwise grain hang in straight parallel folds.
   2. A knitted fabric is usually more flexible than a woven fabric of similar fiber and yarn construction, as construction of fabric allows more movement of yarns in all directions and force is not applied to the more stable yarn length. The type of knit (warp or filling, plain or fancy, etc.,) is related to degree of extensibility in length, crosswise or diagonal direction of fabric; however, degrees of extensibility in lengthwise, crosswise or diagonal of fabric usually corresponds to woven fabrics.
   3. Characteristics of fibers, yarns, fabric construction and finishes affect flexibility of fabric.
      a. Fiber characteristics
         1) The rougher the fiber, the less flexibility.
         2) The greater the crimp (natural or artificial) the greater the flexibility.
      b. Yarn characteristics
         1) The greater the number of ply yarns the greater the strength, but flexibility is less.
         2) The greater the twist of yarn, the less flexibility in a fiber.
      c. Fiber characteristics
         1) The greater the compactness of weave, the less flexibility in a fabric.
         2) Knitting gives greater flexibility than weaving to a fabric.
         3) Bending reduces flexibility in a fabric.

B. Relationship of flexibility to design of garment.
   1. The greater the flexibility of the fabric
      a. the less need for ease in the garment.
      b. the less need for shaping (darts or dart equivalents) in the garment.

C. Relationship of flexibility of fabric to construction.
   1. Breaking of thread in seams during wear and tear is less likely to occur if seams are stitched with the same amount of flexibility or stretch as the fabric has.

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Emphasis-FLEXIBILITY (C-1): Relationahip of FLEXIBILITY of fabric to length and type of stitch. Play with a rubber band. (Do not explain why.) Record everything that you think about the rubber band as you play with it. Discuss the characteristics by listing ideas on the blackboard. Find one word that describes all the characteristics. Discuss how fabric and thread are like the rubber band; that is, they have the quality of flexibility. Pull samples of fabrics to see the stretch. View demonstration given by the teacher which shows stitching breaking on a piece of fabric when it is pulled and another that does not break. Explain why one broke and the other didn't. Test fabric samples containing three different combinations of stitch lengths and tightness on the same fabric by pulling each sample. Discuss why the stitching broke on two samples and not on the third one. Experiment with type and length of stitches on your own fabric by trying several combinations.	Exphasis-FLEXIBILITY (A-2 and B-1): Characteristics of fabrics which affect FLEXIBILITY and way of handling in constructing a garment. Compare the flexibility of woven and knit fabrics by stretching a number of variations of each type. Answer the following questions: Which fabrics were most Flexible? Were the knit fabrics more flexible than the woven fabrics? Were some of the knit fabrics more flexible than other knits? Test fabric samples of three or more different knits: 1) by stretching to compare amount of flexibility. 2) by straight stitching to compare amount of stitch breaking which occurs when fabric is stretched. View demonstration given by teacher showing how much stretch is needed for specific fabrics in order to eliminate stitch breaking and to maintain the fabric's natural shape.	→	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. C. FLEXIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
	Compare two T-shirts made from the same pattern, but one in a woven fabric and one in a knitted fabric. (NOTE: T-shirts should be made in the same size and type of thread and stretch comparable with each fabric for ease and comfort). Discuss why there is a difference in the two T-shirts. Decide what modifications should have been made in the pattern when using knit fabrics. Test fabric for amount of sewn-in-stretch needed to maintain fabric's natural resilience and to eliminate possible stitch breaking.	Emphasis-FLEXIBILITY (A-1a, b,c and B-1a,b): Relationship of FLEXIBILITY to fall of skirt and pattern layout. Stretch samples of woven fabrics to find out which fabric stretches the most. Select one fabric sample to stretch in all directions to	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. C. FLEXIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEVEL I	LEVEL II	LEARNING EXPERIENCES LEVEL III	LEVEL IV
		determine which direction has the most stretch and the least. Make a chart to show the following: most some least lengthwise X crosswise X diagonal X Discuss why there is a difference in the amount of stretch in the different directions of the fabric. Relate your ideas to what you know about the way a fabric is woven and the type of fibers used in the crosswise and lengthwise grain of the fabric. Find areas where flexibility is needed in a garment by twisting, turning and bending. List the places in the garment where ease is needed because of body movement. Study a pattern layout to discover how each piece of the garment is placed in relationship to the lengthwise, crosswise, and bias	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. C. FLEXIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		grain. Explain why certain pieces are placed on the lengthwise grain and why others are able to be placed on either the crosswise or lengthwise grain of the fabric. Discuss where a bias grain could be used in cutting out a garment. Compare three garments such as a skirt of the same style and fabric, but one cut on the bias, one on crosswise and one on the lengthwise grain to see how it affects the appearance of the garment and the fabric fall in the skirt.	
		Emphasis-FLEXIBILITY (B-1, a and b):	→
		Fabric's FLEXIBILITY and patterns' need of ease.	→
		NOTE: This learning experience might be taught in connection with LEVEL II under concept of FITTING.	
		Observe from a flip chart the basic areas where a garment needs ease (bust, waist, hip).	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III, C, FLEXIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Discuss how to determine the correct amount of ease to produce a smooth fit and to provide for "wiggle" room. Compare a variety of garment styles made of different fabrics having varying degrees of flexibility. Note: Garment samples should include: 1. dart fit 2. design lines 3. sleeve treatment 4. neckline treatment 5. connected dart (princess lines) (long line which must ease to the body to take the place of darts). Make comparisons to answer these possible questions: What are the similarities in the garments? What are the differences? How does the need for ease differ in the garments?	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. C. FLEXIBILITY

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		What conclusions can be drawn on the amount of ease in a garment in relation to body position, and in relation to flexibility of fabric. In small groups select an appropriate fabric to meet a specific pattern's need of ease. Select own pattern and fabric to meet the pattern's need for ease.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. D. STABILIZATION

Concepts and Generalizations:

Stabilization is the process for maintaining shape, size, and wearability by the use of restraining agents.

A. The degree of stability required depends upon the amount of stress in relation to fabric characteristics to prevent tearing, wrinkling, raveling, bagging or fabric disintegration in any area of the garment.
B. The intended use of the garment will influence the degree of stability required in areas of garments where excessive distortion of fabric during wear is likely; i.e., buttonholes, edges of garments, etc.
C. Restraining agents reduce stress between garment and the body.
   1. Stitching and pressing as restraining agents
      a. Stitching and pressing fabrics with grain (on or near lengthwise thread) will reduce distortion of fabric in construction.
      b. Staystitching may be necessary in construction in areas cut diagonally or across lengthwise yarns.
   2. Use of fabric as a restraining agent
      a. in facings, interfacings, linings or patches
      b. bonded or applied to surface with stitching
   3. Modification of seams for control and stability (i.e., to prevent raveling, stretching, etc.)
      a. taping
      b. seam finishes
      c. variations in seams

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
	Emphasis-STABILIZATION (C-3): →		
	Modification of seams for control. →		
	Examine fabric to see if it has a tendency to ravel. If so, a decision will need to be made about whether to finish the seam and what method to use. Use same fabric as garment which has a selvage edge. Cut three samples which are four inches in length and three inches in width.		

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. D. STABILIZATION

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
	Pink the edge of one sample straight stitch 1/4" from raw edge of second sample, and do nothing to the third sample. Compare the three samples by: stretching each sample to see which holds the fabric more firmly and which allows more raveling. Use Clothes for Teens by Todd & Roberts, p. 484-485, to study reasons and where these two seam finishes are used. Consider how you will use the garment-for play, for special occasions, often or seldom, how the garment will be laundered and how often it will need to be laundered. Decide whether you need to finish the seams and explain the reason for the decision.	→	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. D. STABILIZATION

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Emphasis-STABILIZATION (C-1a): →			
Pressing and stitching with grain line on woven fabrics. →			
Cut out a circle from a piece of fabric. Use it to pull across each direction of the circle. Compare the stretch in each direction. Cut out a triangle on grain from a piece of fabric and repeat the above experiment. Discuss what this experiment has to do with determining the stability of a fabric edge. Determine where a garment is most apt to be pulled out of shape.			
Discuss how to detect which direction is going with the grain and which is going against the grain.			
Using two fabric samples, stitch and press with the grain on one and against the grain on the other fabric sample. Compare the two samples to see the distortion of fabric on			

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. D. STABILIZATION

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
the sample you pressed and stitched off the grain. Explain why this happened and why it is important to stitch and press with the grain. Cut out two triangles. On one triangle, press all three of the edges. Compare the length of the three edges on the pressed triangle with the three unpressed edges on the other triangle. Determine which edge(s) on the pressed triangle stretched? Discuss which edges stretched the most and why. Discuss how stretching can be controlled Define the terms "ironing" and "pressing". Use fabric samples to determine which method distorts the grain line the least. Mount samples for display with directions for each part of the garment to be constructed that requires stitching and/or pressing with the grain line. Use arrows to show grain line.			

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. D. STABILIZATION

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Explain why garment should be pressed or stitched in the directions of the arrows.	Emphasis-STABILIZATION (C-1b):	→	
	Staystitching as the restraining agent to prevent distortion of the fabric.	→	
	Work in small groups, using present necklines that have been staystitched on one side of the neck edge (small curve - deep curve, V-curve, etc.). Trace around each sample, labeling side where it has been staystitched. Pull at angles to the neck edges. Place the samples on traced outlines and observe the effects.		
	Did they pull out of their original shapes? Are there differences between the side that was staystitched compared to the side that was not staystitched? What is the purpose of staystitching? How does it help maintain the shape of the neck edge?		

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III, D. STABILIZATION

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Emphasis-STABILIZATION (C-2a) →	
		Interfacing as a restraining agent to reduce stress between garment and body. →	
		Look at a number of garments which have and have not had interfacing applied. Answer the following questions: Was there a difference in style and/or fabric of garment where interfacing was used and with those where it was not used? What? Where was the interfacing applied? How does interfacing affect the final appearance of the garment? Discuss how interfacings reduce the stress between garment and body and why it is necessary to reduce stress with some fabrics and not other fabrics.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. D. STABILIZATION

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
	Look at the samples used from the previous experience. Identify the grain direction along the neck edges. On a drawing provided, label as to the direction staystitching should be done. Observe teacher demonstration of staystitching: 1. Set machine for regular length stitching (12 stitches per inch). 2. Which direction should the edge be stitched? Why? 3. Stitch one inch from edge of single thickness on either side of fabric. 4. What other parts of garment might need stabilizing through staystitching? Why? 5. Apply staystitching as needed to the garment.		

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. D. STABILIZATION

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Examine some of the garments which had interfacing; to determine the similarity of flexibility of interfacing fabric with that fabric of the garment. Discuss how to determine the degree of stabilization needed in a garment. Select from a number of samples of interfacing fabric; one which will suit the fabric which you are using for your own garment. Purchase the interfacing.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

SHAPING is the control and molding of the fabric to conform to body bulges and to the form or shape of the body.

A. Control
   1. The outer edges (perimeter) of a pattern often includes concave curves, neck and arm edge, to shape fabric to body contours.
   2. Darts and dart equivalents are also methods of fabric removal to shape the garment over body contour. (Dart equivalents include pleats, tucks, ease, gather, and seams.)
      a. the amount of fabric removed is in ratio to the size of the curve (or bulge) of the body and style of garment, i.e., the greater the amount of shape needed, the larger the dart or dart equivalent.
   3. Reducing bulk is the removal of excessive fabric to achieve the desired outline of garment.
      a. clipping, grading, raveling, tapering, and trimming sharpen the seam allowance line and remove the excess fabric, which may distort shape intended.
      b. a concave curve is clipped to increase the circumference and a convex curve is wedged or trimmed to decrease circumference.
      c. shrinking and pressing may also be used to remove excess fabric.

B. Molding
   1. Turn of cloth is cutting of concentric layers to conform to each other and to the desired outline of cloth: turn of cloth is used whenever there are upper and underpieces as in collars, cuffs, hems and lapels.

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Emphasis-SHAPING (B-1):	Emphasis-SHAPING (A-3a & b):	→	
Hemming as a means of molding fabric to conform to each other.	Clipping, grading, tapering and trimming as a means of shaping by reducing excess fabric.	→	
NOTE: The demonstration outlined below is designed to be recorded on tape and is for putting a hem in a night gown or skirt. A lesson would need to precede the use of this demonstration for deciding upon length and marking the hem.	This demonstration for applying a neck facing without a collar or an armhole facing outlined below is designed to be recorded on a tape. For most effective learning on the part of the student, there should be a chart for each step for the student to view as he listens to the tape.		

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Introduction: Now that the hemline is marked your next step is to put the hem in the garment. When the fabric of the hem is turned up, there will be extra fullness which must be eased out. The reason for this fullness is that the fabric turned up is greater than the distance around the garment. The hem fold must be made to conform to the fabric of the garment. Directions will be given on how to handle this fullness when heming a garment. As you listen to tape, look at the samples of each step as it is described. Step 1. The first step is to lay the garment on a flat surface, right side up. Fold the fabric along the line of pins. Pin the hem to the garment, matching center front and side seams. Pins should be placed near the top and perpendicular to it.	NOTE: Staystitching the facing and finishing outer raw edge of facing is not included in this demonstration. Neither is preparing the neck edge of the fabric for facing. Step 1. Pinning facing to the bodice. Check your facings and bodice, decide what is the right side of the fabric, place right side together and pin along the neck edge. Look at sample step 1 to see how this is done. Check that shoulder seams and notches on the neck edge match. Stop the tape and do this much on the garment. Step 2. Sewing the facing to the bodice. Sew the facing to the bodice with a line of stitching 5/8 inch from the neck edge and running parallel to the neck edge. This step is no. 2. Stop the tape to do this part on the garment.	→	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Place pins at 3 to 4 inch intervals. Stop tape to complete this step. Step 2. Try on the garment to inspect hem length and make sure it is even from the floor. If not, make adjustments. Hand or machine baste one-eighth to one-fourth inch from hem fold. Press hem. Put paper between hem and garment. Stop the tape to complete this step. Step 3. Read the pattern guide instruction sheet to find out desired hem depth. Lay garment on flat surface wrong side out. Measure depth of hem with ruler or tape measure. Mark with pins to establish cutting line. Trim away excess fabric. Stop tape to complete this task. Step 4. Turn under hem edge one-fourth inch and machine stitch. Be sure not to stitch hem to garment body. Stop the tape to complete this step.	Step 3. Look at the sample where the facing has been stitched to the neck edge. Attempt to turn the facing to the inside of the neck edge. Does the facing lie flat and smooth? Is the curve of the neck edge smooth? Stop the tape and answer these questions. Then turn on the tape for the next step. Step 4. Now you will be instructed on how to shape your neck edge and get the facing to lie flat and smooth. First, the seam allowances need to be cut off to reduce bulk so that the facing can be turned so it lies flat against the inside of the garment. This process is called "grading" because you are not cutting both seam allowances the same distance from the stitching. Grade the bodice seam allowance to 3/8 inch from the line of stitching. Grading in this way prevents a ridge from showing on the outside of your garment. Stop the		

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Step 5. Now is when it is necessary to ease in fullness in the hem top between seams. Place pins at the matching points-center front and side seams-before adjusting fullness. Pat and smooth to distribute fullness and place the grain appropriately. Take care of fullness in these ways. Which method to use depends upon amount of fullness. Ask the teacher to help make the decision. Machine baste one-half inch from upper edge to hem allowance. Pull the bobbin thread at intervals to adjust and distribute fullness evenly along hem. Or lay small pleats in the hem top. Step 6. The final step is to finish hem by using the slip stitch to catch the hem to the garment. After you have	tape. Look at the sample labeled "grading". Stop tape and do grading on your project. Second step is to clip the seam allowances. This process will enable you to have a smooth well-shaped neck edge. To clip, you will use the point of your shears and cut into the seam allowance at right angles to the stitching line. Be sure that clipping stops just before it reaches the stitching line. Clip approximately every 1/2 inch. You will know that you have made clips close enough together when the neck edge forms a straight line on bodice. Look at the sample labeled "clipping". Stop the tape to clip the neckline of your garment. Do any necessary pressing.		

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
finished hemming, remove basting stitches and give it a final press. Be sure to press upward with grain of fabric.	NOTE TO TEACHER: Understitching is not included in this tape because understitching is a stabilizing technique. Pressing has not been included in this tape because here pressing would help stabilize the shape created by grading and clipping. If a collar is being used, grading will need to be done in three layers.		

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Emphasis-SHAPING (A-2): Using dart and dart equivalents, seams, gathering, pleating, as a means of shaping a garment over body contour. Observe that flat piece of fabric held up by teacher. Discuss why fabric over the body cannot remain flat and why we wouldn't want it to remain so. Shape various types of fabrics to empty containers. Each student show and explain how he molded the fabric to the container. Discuss what happened to the original rectangle of fabric by comparing with the unshaped fabric. Discuss darts, dart equivalents, seams, gathering and pleating fabric as a method of shaping fabric by redistributing fabric.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalization:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Using ready-made garments, explain methods of shaping. (Or use three half-sized garments of the same fabric but different shaping techniques.) Place the garments on models. Have the students identify how the different shaping techniques affected the appearance. This could lead to a discussion of how a dress on a hanger differs in appearance to that when it is on a person. Examine own pattern to find what method(s) are used to shape fabric to the contour of her own body. If necessary, demonstrate shaping techniques. Emphasis-SHAPING (A-3c): Reducing bulk of excessive fabric through shrinking and pre-shrinking.	→

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Compare samples of set in sleeves made from a heavy cotton fabric and a wool fabric (properly pressed). Describe the appearance of the seam allowance on each sample. Explain why one has more bulk than the other. Using the wool sample and another that has been set-in without shrinking and pressing, compare appearances inside and outside as to the amount of bulk which is apparent. Watch teacher demonstrate the method of reducing bulk of excess fabric through shrinkage and pressing. NOTE: Shrinkage applied here is related to steam and pressure rather than pre-shrinkage as a first process in construction.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL III
		DEMONSTRATION: Shaping through the use of shrinking and pressing. Shaping parts of a garment is necessary to achieve the desired outline for garment. Shrinking is a way to remove excess fabric to achieve the desired shape for the garment. Today, the demonstration will show using shrinking by pressing as a method to remove excessive fabric to achieve the desired shape in the sleeve of a dress. When the sleeve is finished it should appear to have an even distribution of ease with no pleats or tucks in the seam. Run directional basting stitch from notch to cap 5/8 inch from edge.	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		Pin sleeve into armhole matching notches, under arm seams and top of sleeve. Pull up ease thread (basting stitch) to fit armhole. Secure stitching to hold ease. Remove sleeve from armhole to shrink out ease or fullness in the seam of the sleeve cap. Using pressing ham, place sleeve cap right side up over end of sleeve board or pressing ham. (Use dampened pressing cloth if you wish.) With point of steam iron hold steam iron just above material. Press sleeve cap shrinking out fullness to form a smooth rounded cap 5/8 inch beyond seam line. There may be some pleats in seam allowance but never in seam line	

Major Concept III. CLOTHING CONSTRUCTION

Area of Concentration III. E. SHAPING

Concepts and Generalizations:

(Continued from preceding page)

LEARNING EXPERIENCES

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
		NOTE: Underarm seam of sleeve and appropriate hemming of sleeve has been completed. Garment is ready for sleeve application. Using technique observed in demonstration, proceed with shaping a sleeve to reduce bulk of excess fabric.	

ASD

APPENDIX

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CRITERIA FOR LEARNING EXPERIENCES AND TEACHING PROCEDURES

CRITERIA FOR LEARNING EXPERIENCES AND TEACHING PROCEDURES

Consider the Behavioral Outcome, the Generalization, Learning Experiences and the Resources together in planning lessons and units.

A learning experience for each idea of content should serve a definite purpose. Choose learning experiences in relation to the subject matter and the behavioral objective involved.

Plan introductory activities to orient students to the study and to establish a connection with their previous experiences.

Utilize ways to plan learning experiences with students. This is a means of helping students recognize reasons for the study and with opportunities for learning. Students and the teacher planning together can aid in meeting needs of individual students. Many students will profit from planning experiences creatively.

Involve students in a variety of learning activities. Experience is recognized as a vehicle for learning and learning occurs by means of processes which are specific to the thing being learned.

Provide enough experiences for students to gain a thorough grasp of concepts, ideas, facts and their relationships. This is necessary in order for students to develop ability to generalize and to make application of learning to new situations. Understanding grows out of experiences (discovering, seeing, handling, feeling.)

Develop a sequence of learning experiences as a way of making learning continuous and accumulative. Visualize what the student needs to do or to experience in order to acquire certain behavioral competencies and what order seems suitable for the experiences.

Plan some learning experiences for individuals and some for small and/or large groups or committees. Some behavioral outcomes may be achieved most effectively by individual study; others through a group approach. Some students work best alone; others in groups.

Include assignments and activities which help students to generalize, to put ideas together and to state them in their own way, to summarize, to formulate conclusions.

Incorporate evaluative procedures as an integral part of learning experiences, when feasible. Some concluding activities should be largely for the purpose of appraisal of progress.

Examples of Experiences Leading to Learning:

analyzing
comparing
conferring
contrasting
constructing
dramatizing
demonstrating
discussing
evaluating
experimenting
explaining
exploring
feeling
grouping
hearing
identifying
interviewing
judging
listening
making a chart
making a collection
observing
planning
preparing a display
questioning
reading
reporting
researching
role playing
smelling
tabulating
taking notes
tasting
viewing
visualizing

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SUGGESTIONS FOR INDIVIDUALIZING INSTRUCTION

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SUGGESTIONS FOR
INDIVIDUALIZING INSTRUCTION

MEANS FOR INDIVIDUALING INSTRUCTION

Learning Packages
Mini-Packs (small learning packages)
Programmed Learnings
The Inquiry Method
The Tutoral Method
The Contract Method
Extended Class Learnings (outside the classroom to the home or community)
Cooperative work experiences with business
Future Homemaker of America's Degrees of Achievement
Alternates and/or options in choice of learning experiences
Alternates and/or options in choice and use of learning resources.

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EXAMPLES OF LEARNING PROGRAMS

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Refunds and Exchanges
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What's Good Furniture?
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The Kiplinger Magazine, Editor's Park, Maryland 20782

Consumer Research Bulletin

Consumer Research, Inc., Washington, New Jersey 07882

Consumer Reports Magazine

Consumers' Union, Mount Vernon, New York

Good Housekeeping Magazine

250 W. 55th Street, New York, N.Y. 10019

Family Economics Review

Consumer and Food Economics Research Division, Agriculture Research Service, United States Department of Agriculture, Federal Center Building No. I, Hyattsville, Maryland 20782

(a quarterly - available without charge for home economics specialists)
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342 Education Building, University of Illinois, Urbana, Illinois 61801

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Life Time Inc., 541 Fairbanks Court, Chicago, Illinois 60611

Article on "values," Vol. 69, No. 1 , July 4, 1970.

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230 Park Avenue, New York, N.Y. 10017
For information about McCall's "Use Tested Tag"

Parent's Magazine

Parent Magazine Enterprises, 52 Vanderbilt Avenue, New York, N.Y. 10017
For information about their, "Commendation Seal"

Forum

Penney, J. C. & Co., Inc., 1301 Avenue of the Americas, New York, N.Y. 10019

(Penney's Educational Materials available as a service from the Penney Manager in your community)
"Color - A Many Faceted Tool," Spring/Summer, 1968

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"Self-Actualization Through Management of Resources," Fall/Winter, 1969

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   655 Madison Avenue
   New York, N. Y. 10021

   Directions and Answers About Advertising

2. American Home Economics Association
   2010 Massachusetts Avenue NW
   Washington, D.C. 20036

   Textile Handbook

   HELPS (Learning Packages for Individualized Instruction)

   The Consumer is King: Consumer Rights and Responsibilities, HELP #1016.
   Advertising Appeal: The Impact of Advertising on Buying Practices, HELP #1001.
   Bargain Hunters: Influence of Bargain and Sales Techniques on Consumer Decisions, HELP #1003.

3. American Wool Council
   Department WE - 270
   200 Clayton Street
   Denver, Colorado 80206

   More Information About American Wool

4. Avon Products, Inc.
   30 Rockefeller Plaza
   New York, N.Y. 10020

   Know How to Dress and Look, (Bulletin for Young Men)

5. Celanese - Fibers Marketing Company
   Consumer Education Department
   522 Fifth Avenue
   New York, N.Y. 10036

   Appearance Makes a Difference - Grooming and Clothing Tips for Young Men, 1968

   A resource booklet to help you (the teacher) analyze changes in Clothing for Contemporary Living, 1968
   Guide to Home Laundry

6. Ginn and Company
   Boston Massachusetts

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   Be Sharp, Don't Be Cheated
   Dress Well for Little Money
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   1201 Sixteenth Street NW
   Washington, D.C. 20036

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8. Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

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277 Park Avenue
New York, N.Y. 10017

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Home Service Department
Newton, Iowa 50208

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Wash In or Wash Out, Laundry Tips

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12. Oregon Cooperative Extension Service
Oregon State University
Corvallis, Oregon 97331

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Circular #709

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1301 Avenue of the Americas
New York, N.Y. 10019

Job Opportunities in Retailing (Leaflets describe job opportunities for those young men and women who do not go on to college.)

14. Pittsburg, Pennsylvania Glass - PPG Industries, Inc.
Public Relations Department
One Gateway Center
Pittsburg, Pennsylvania 15222

Come Catch a Rainbow, 1968

15. Proctor and Gamble
301 East 6th
Cincinnati, Ohio 45201

Laundering

16. Sears-Roebuck and Company
Consumer Information Services
Department 703-Public Relations
303 East Ohio Street
Chicago, Illinois 60611

Silhouettes of Fashion (Pamphlet)
A Department Store in the Classroom (Bulletin)
Wash Days - Resource Manual ($1.00)

17. United States Government Printing Office
Superintendent of Documents
Washington, D. C. 20402

U. S. Department of Agriculture - Home and Garden
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U. S. Department of Commerce - National Bureau of Standards
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Clothing the Urban American Family; How Much--for Whom? Survey of Consumer Expenditures, 1960-61 (Bulletin BLS Report No. 238-16, Jan. 1968)

18. United States Standards Institute
10 East 40th Street
New York, N.Y.

19. Vogue/Butterick Pattern
Service Education Department
P. O. Box 1752
Altoona, Pennsylvania 16603

A Fashion Career: The Inside Story (25 for 50¢)

20. Washington State Cooperative Extension Service
Washington State University
Pullman, Washington 99163
(Or contact your County Cooperative
Extension Office.)

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Fabric Finishes, #EM 3377, March 1970
Today's Soaps and Detergents, Bulletin #36, Rev. June, 1970.
When You Buy a Shorts Shirt, Bulletin #279
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Removing Stains from Garments at Home, USDA, Home and Garden Bulletin #62

21. Washington State Council for Occupational Education
Home and Family Life Education Section
P. O. Box 248
Olympia, Washington 98504

Washington State Guidelines for Teaching Personal and Family Relationships

22. What's New in Home Economics
466 Lexington Avenue
New York, New York 10017

Facts About Fibers (Booklet)

FILMSTRIPS, FILMS AND TRANSPARENCIES

A. Bassist Fashion Institute
923 SW Taylor Street
Portland, Oregon 97205

"Fashion: The Career of Challenge" (Film)
"Fashion Show" (Film)

B. Celanese Fibers Marketing Company
Consumer Education Department
522 Fifth Avenue
New York, N. Y. 10036

"Five Clues to a Winning Wardrobe"
(Thirteen minute filmstrip and record), 1968
"Textiles for Today and Tomorrow"
(Thirteen minute filmstrip and record), 1967

C. Central Washington State College
Audio Visual Library
Ellensburg, Washington 98926

"Four Families," Part I (30 min. Film)
"Four Families," Part II (30 min. Film)

D. Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

"Your Wardrobe and You" (Filmstrip)

E. Institute of Life Insurance
Education Division
277 Park Avenue
New York, N.Y. 10017

"The Consumer and the Market Place" (Filmstrip)

F. Oregon State System of Higher Education
Audio Visual Services
Corvallis, Oregon 97331

"Passport to Fashion" (20 min. color film
produced by Ship 'n Shore, 1967)

G. Penney, J. C. & Co., Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, N.Y. 10019

(Penney's educational materials are available
from the Penney Manager in your community)

"The Consumer Decides," (Six minute filmstrip and record)
"TLC For Textiles," (Six minute filmstrip and record)
"Clothing Communicates," (Six minute filmstrip and record)
"Understanding Todays Textiles," (Filmstrip)
The unit includes overhead projector originals for teaching labeling and finishes. Rev. 1970.
"How to Select Fabrics for Garments," (Filmstrip and consumer buying guides for use of students)
"Color Concepts," I and "Looking for Color," II --
(This teaching unit includes two filmstrips and illustrations for overhead projector in teaching basic principles about color as a tool.)
"The Psychological Importance of Clothing,"
(Filmstrip and record)
"The Right Clothes for You," (Filmstrip)
"The Importance of Clothing Selection," (Filmstrip)
"Synthetic Fiber Personalities," (Filmstrip and record)
"A Career in Retail Buying," (Six minute filmstrip and record)
"Preparing for an Interview," (Six minute filmstrip and record)
"A Career in Fashion Distribution," (Six minute filmstrip and record)
"Retailing Serves the Consumer," (Six minute filmstrip and record)

H. Pittsburg Pennsylvania Glass (PPG) Industries, Inc.
Public Relations Department
One Gateway Center
Pittsburg, Pennsylvania 15222

"Come Catch a Rainbow." (Filmstrip)

I. Product Association, Inc.
Education Department
350 5th Avenue
New York, N.Y. 10001

"Man Made Fibers," (Film)

J. Sears, Roebuck and Company
Department 703 - Public Relations
303 East Ohio Street
Chicago, Illinois 60611

"Young Fashion Forecast," Fall 1971 (Filmstrip)

K. University of Washington
Audio Visual Materials
114 Lewis Hall
Seattle, Washington 98105

"Four Families, Part I" (Film--30 minute, color)
"Four Families, Part II" (Film--30 minute, color)

L. 3M Company
Visual Production Division
2501 Hudson Road
St. Paul, Minnesota 55101

(Transparencies):

Consumers: Who? Why? How?
Catalogue No. 15-3529-3
Evaluating Advertising
Catalogue No. 15-3534-3
Growth and Developmental Patterns
Catelogue No. 15-0869-6

(3M Company cont'd)

Fundamentals of Grooming
Catalogue No. 15-0877-9
Interrelations of Clothing With Behavior Roles and Values
Catalogue No. 15-0867-0
Line and Shape, Part I
Catalogue No. 15-3523-6
Line and Shape, Part II
Catalogue No. 15-3524-4
Weaves
Catalogue No. 15-0876-1

M. Penney, J. C. & Company, Inc.
Education and Consumer Relations
1301 Avenue of the Americas
New York, N.Y. 10019

(Penneys educational materials are available from the Penney manager in your community)

Understanding Todays Textiles, No. 42069
Overhead projector originals for teaching labeling and finishing, available with unit and filmstrip. (Transparency)
Looking for Color, No. 82825
Overhead projector originals are available for teaching unit on Color Concepts with filmstrips, "Color Concepts," and "Looking for Color." (Transparency)

MISCELLANEOUS RESOURCES--KITS, POSTERS, AND VISUALS

I. American Social Health Association
1790 Broadway
New York, N.Y. 10019

The Family Life Cycle (poster)
Family Life Concerns at Every Stage of the Individual and Family Life Cycle (poster)

II.. Bonnie Bell Program
P. O. Box 6177
Cleveland, Ohio 44107

The Great Looks Books (a kit) $2.50

III. Forecast for Home Economics
50 West 44th Street
New York, New York 10036

Fashion and Dress: Clothing Symbolism (Kit #4634 from Co-ed)

IV. Sears, Roebuck and Company
Consumer Information Services
Department 703
Public Relations
303 E Ohio Street
Chicago, Illinois 60611

Sears Color Wheel (a visual) $2.00 each

V. Simplicity Pattern Company, Inc.
Education Division
200 Madison Avenue
New York, N.Y. 10016

Acetate Posters

ACKNOWLEDGEMENTS

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